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The Editors Say:

But no! It was a subscriber who said, in a letter just received, "Teaching is my business, and everything pertaining to teaching is of concern to me." Teaching is also the central theme of this magazine. Our job as editors is to present teaching as the human, interesting, challenging experience it really is.

▼

Approximately sixty-five topics or "interest points", all pertaining, directly or indirectly, to better teaching and learning are treated in the copy of THE JOURNAL OF EDUCATION that you now have in your hands. We hope you will enjoy the reading of this material as greatly as we have enjoyed assembling it for you.

▼

We are delighted to open in this issue a new feature called "The Beginning Teacher". Its author, Ruth C. Frey, is a teacher of broad experience not only in teaching but in showing others how to teach. Her hints will, no doubt, help some teachers who are past the beginning stage. But—be sure that this new feature is called to the attention of every teacher you know who is just starting.

Now, as the radio announcer says, "A word from our sponsors." Rather a word *about* them. Our advertisers do not, like some on the air, drag you down from the heights of a fine entertainment to tell you how to treat a lagging liver or a clogged complexion. Instead, they bring you information and suggestion of high professional value. You owe it to yourself, and to your pupils to read these messages. Then in writing to an advertiser, or talking with his representative, mention of THE JOURNAL OF EDUCATION will make a happy introduction.

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THE INSPIRING WORDS OF GREAT WRITERS—their pleasurable excursions into the realms of imagination, wit, and humor—their graphic delineations of character, their dramatic stories of other days and other ways, their conception of the good life and the pursuit of happiness,—of such is The Realm of Reading.

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Editorials

The Volcano Under Hitler

More than a thousand persons in Nazi-held states of Europe have been put to death to terrorize people into submission to the so-called New Order. The widespread unrest of which we hear incessant whisperings awaits only a better opportunity to manifest itself in open rebellion. Among the thousand sacrificed to premature uprising are hundreds of individuals not convicted of any direct connection with anti-Nazi sabotage or violence—individuals chosen to be scapegoats because the authorities have been unable to reach the real offenders. Communists and Jews are convenient prey for three-fold and ten-fold reprisals.

Hitler is sure to learn eventually, and from experiment costly to all mankind including his own misguided followers, that government by consent of the governed is the only enduring basis for any political order, new or old. In fact, a new order is more difficult to establish by compulsion than were some of the old orders from which men have slowly and painfully struggled toward freedom during the past. The human race has become more keenly aware of its dignity and rights than at any previous time in history. Acts of injustice and oppression are today whipping the hearts of men not into submission but into a fury of resentment that will prove more dangerous to Hitler and his ilk than all the high explosives in the world.

"Educate for a Strong America"

Much of the sentiment that once surrounded Armistice Day has been dispelled by bitter circumstance and disillusion.

One bright sector of the halo still remains, however. It is the well-established custom of observing American Education Week at that particular time. This year the days are from November 9-15 and will be used to publicize what the schools are doing to build a strong America—and they ought to be used to regird these same schools for their utmost service to this recognized ideal. The foundations of a strong America are something more enduring than armaments and armies—they are the hearts and minds of citizens, taught in the schools to know and love their country and to cherish its ideals, not only because these ideals are our own but because they are the hope of all mankind.

"Winship School", Detroit

Detroit's Board of Education has voted to name a new elementary school for the late Albert E. Winship. Naturally this magazine is pleased at such honoring of its distinguished former editor.

A letter from the office of Superintendent Frank Cody states that the school authorities of Detroit have long regarded Dr. Winship as "the Johnny Appleseed of education."

The action of the Detroit Board is all the more significant because of the fact that the almost invariable practice of that city for the hundred years of its public schools' existence, has been to name school buildings for Detroit or Michigan educators or statesmen.

It would be interesting to know how many "Winship Schools" there are in the United States and where they all are. Also it would be interesting to know how many more there will be as appreciation of Winship grows.

The Secret of Great Teaching

All education worthy of the name is an awakening of the mental faculties. Anything less than this is merely drill, merely training to plod along in imitation.

Gifted teachers in prominent or obscure classrooms have succeeded in making alert, sentient, productive, appreciative men and women of the miscellaneous human beings who have come in daily contact with them.

"Of all the teachers I ever had, that one most influenced my thinking and my life." Such is the testimony given by grateful grownups to individuals who, alas, may never know how well their teaching took effect or how deeply it has been appreciated.

It should be the ambition of even the humblest teacher to be the greatest teacher he or she can possibly be.

A certain degree of greatness—a certain nobility of performance, an occasional flash of that awakening current—can be caused by almost any earnest teacher. Intellectual integrity, thorough scholarship, enthusiasm for one's subject, and a belief in the capacity of every child and youth to exceed his previous best—these qualities are within the power of the every-day garden variety of teacher and they can be made to win success.

No Oriental Munich

Those opportunists of the Far East—the Japanese—would like to "help Hitler" by helping themselves to Eastern Siberia and more territory in the Southwest Pacific. But the opportunity is delayed. Hitler's conquest of the Soviet armies has been disappointingly slow for Tokio. Neither have Britain and the United States been so preoccupied with Hitler that they neglect to watch the Japanese. Greatly augmented British and Australian forces at Singapore; the pressure of a formidable United States fleet in the Pacific; and the tightening of certain economic and financial screws, along with many diplomatic conferences—all these have given pause to Tokio's intended movements.

It is an open secret that Japan would like to make peace with Chiang's government of China, but only on terms outrageously unfair to China. The United States refuses to be a party to an Oriental Munich.

Japan would have us think that, unless concessions are made to their supposed "moderates" now laboring for peace, the extreme militarists will regain the upper hand. This threat has failed thus far to swerve the United States. Japan's extremists must be allowed to go to whatever lengths are necessary to convince the Japanese nation and its rulers that aggressive policies are futile.

Hence the policy of the United States must be to send more guns and tanks and planes to China. Not more scrap metal, oil and gasoline to Japan.

Not more yielding but more stiff cold logic.

Is There Less of Hate?

Many of us can remember when the strongest desire of a multitude of Americans was to "hang the Kaiser." How does it happen that so little is heard of a similar vengefulness toward Hitler?

Der Fuehrer has committed more crimes—has wielded more arbitrary and ruthless authority—than the Kaiser ever did. Yet there is not the hatred toward Hitler that the one-time emperor aroused.

Has the human spirit gained a little in this quarter century?

Whatever the cause, we are vastly better off to keep cool heads—to look dangers in the face and plan how to meet them—than if we were to let our reasoning be clouded with desires for vengeance, to match cruelty with cruelty, and to see Hitler hanged.

What You Read in the Papers

Too often some American is heard to say "You can't believe anything you read in the newspapers." Such a remark is a serious indictment not of the press but of the intelligence of the person who utters it.

The newspapers of this country are the wide-open eyes of the public. A corps of well-disciplined reporters and correspondents seek diligently, and sometimes at great personal risk, to obtain the salient facts about what is going on in every corner of the earth. The reader who takes pains to read beneath the headlines and to note on what authority the report is based is in position to assess for himself the credibility of what he reads.

To condemn the American press—the press that is the most enterprising, the most trustworthy and least trammeled possessed by any people in the world—is to demonstrate a shocking ignorance and want of appreciation.

Our newspapers have their weaknesses and their limitations in the nature of things. But they are the organs of free men and they are devoted to discovering and disseminating the unvarnished facts.

Which Modern Language?

Confusion of tongues has long reigned among the advocates of modern language study in this country's schools. Students have listened to all sorts of conflicting advice as to which language or languages they should take up and why. Moreover, there have been widely divergent aims—the cultural, the scientific and the commercial language as a means of reading or as a means of intercommunication through writing and through speech.

In a time of war, emotions are permitted to weigh too heavily in the choice of languages for study. German became exceedingly unpopular in the previous world war and the period immediately following—and a recurrence of the boycott on that tongue is now in evidence. But the German literature of the past has not lost its value, and no nation can afford to shut its eyes to what the Germans are writing today or to close its ears to what they are whispering and shouting in every corner of the globe.

French, likewise, is going into the discard, because France itself has lost its freedom and its glory. But French literature still exists in all its magnificence, and French ought not to be neglected.

One good result to be looked for and encouraged in this era of linguistic upheaval, is an increased attention to Spanish. Development of closer relations with Latin America has become a clear necessity for the United States. To meet our Spanish-speaking neighbors on a friendly footing, many of our citizens must be able to converse with them in their own language.

Spanish may not open up any great amount of brilliant reading to American youth. But it can and will open up to them many useful opportunities in commerce and the professions.

Loose Ends

The rule against ending a sentence with a preposition will bear looking INTO . . .

LOUIS FOLEY
Western Michigan College
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"ONE of the few rules of composition that still command assent," says a modern writer, "forbids a sentence to end with a preposition."[1] As a matter of fact, the "assent" hardly seems unanimous even here. Of course, no genuine principle of correct composition should be in any danger of being destroyed because it is called in question, for its soundness should be easily demonstrable. If the rule against final prepositions is really justifiable, we ought to be able to see why; if it is not, then it ought to be exploded.

There can be no doubt that the feeling against placing a preposition after its object is the result of Latin and French influence upon our language. In Anglo-Saxon the distinction between prepositions and adverbs was often vague, and the former are to be found very frequently at the ends of sentences in Old English. Many of the examples, if translated literally without change of word-order, would sound strange and "unEnglish" to us now, though they were once thoroughly idiomatic. In Latin and French, however, such loose use of prepositions does not occur. When it is applied to the French or Latin part of speech for which it is the name, the word "*pre*position" is exactly descriptive. It was only natural that these languages, which have so greatly and so obviously changed and enriched our stock of English words, should have influenced also our manner of putting those words together.

Among those who have defended the use of final prepositions, one of the most noteworthy is the distinguished British lexicographer, Mr. H. W. Fowler, who goes so far as to assert that "the legitimacy of the prepositional ending in literary English must be uncompromisingly maintained."[2] He cites "a score of specimens . . . ranging over six centuries" to prove that "almost all our great writers have allowed themselves to end a sentence or a clause with a proposition." These examples which he gives vary in their nature. In some of them, one can hardly say that the preposition comes *after* its object, for it really has no expressed object:

> A state of dejection such as they are absolute strangers to.—(Cowper)
> Fit for Calphurnius and Democritus to laugh at.—(Burton)
> Too horrible to be trifled with.—(Kipling)

In some of Mr. Fowler's other examples the preposition would have an object if the implied relative pronoun *which* were actually expressed, as:

> Avenge the injuries . . . by giving them up to the confusions (which) their madness leads them to. —(Defoe)

There appears, however, in the quotations from Burton and Kipling which we have noticed, as well as in others in the collection, the old Anglo-Saxon vagueness of distinction between prepositions and adverbs.

It is very easy to give a disproportionate degree of importance to isolated examples. Since Burke is one of the writers of reputation in the list of those mentioned as having "allowed themselves to end a sentence with a preposition," the inference seems to be that this mode of expression is fairly characteristic of his style. In reality it is as far as possible from being typical of him. His manner appears rather in this sentence near the end of his *Conciliation with America*:

> We ought to elevate our minds to the greatness of that trust *to which* the order of Providence has called us.

In all the 140 paragraphs of this his most famous speech, there are just two sentences which could reasonably be said to have prepositional endings, namely:

> It is an object well worth fighting for. (paragraph 32)
> . . . what they think the only advantage worth living for. (paragraph 38)

Now if *for*, as it is used here, is a preposition at all, then it is certainly "dangling", since it ***has no object***. Supplying *which is* before "worth"—"an object which is well worth fighting for"—would not give it an object; the relative pronoun could not at the same time be both subject of *is* and object of *for*. One way of rationalizing the construction would be to suppose that "it" is implied *after* "for": "worth fighting *for it*," and "worth living *for it*." We should then have an exact expression of the idea. In no case, however, can this "for" be said to come *after its object*, and that is the situation which is regularly described in the definition of "prepositional ending."

There are two other possible ways of explaining the construction used in these sentences ending with *for*. In the first place, we might consider that *for*, as employed here, is really rather an adverb than a preposition. A number of words are sometimes

[1] R. W. Chapman, **The Decay of Syntax**, from **The Portrait of a Scholar**, reprinted in Modern Essays, Second Series, ed. by Christopher Morley (1924), p. 154.

[2] **Modern English Usage**, by H. W. Fowler, Oxford University Press (1926), p. 458.

prepositions and sometimes adverbs. In the sentence, "He stayed in the house," *in* is a preposition, but in the sentence, "He went in," it is an adverb. This latter use of *in* has nothing to do with prepositional endings. Neither do these uses of the adverb *up* in Burke's speech on *Conciliation with America*:

> . . . from all these causes a fierce spirit of liberty has grown up. (paragraph 45)
>
> Other towns . . . have not had their ports blocked up. (paragraph 110)

This explanation will satisfactorily dispose of *some* sentences which may appear at first glance to have prepositional endings. It is not so easily applied, however, to our first two sentences from Burke, because *for* has never been officially recognized as an *adverb*.

The other point of view which one may take is the idea that some prepositions have become so closely connected with certain verbs as to produce what amounts to a compound verb. The mere fact that the two words are not attached by a hyphen, or written together as one, does not prevent them from being practically as closely joined in *thought* as are most of our recognized compounds. Thus *fight for* surely represents as truly unified an idea as *defend*; the word *defend*, in fact, had its origin in the joining of a verb and a preposition, and shows simply a more advanced stage of the same process. The definition of *defend*, "to repel danger or harm *from*," shows again, though at a farther remove, the relation between certain verbs and prepositions.

▼

The affair of prepositional endings may do as well as any other item in composition to show how certain things in language actually work. In dealing with matters of grammar and sentence-structure, one is likely to get into a frame of mind in which words seem like almost mathematical units. We are inclined to have the notion that all words of a certain class naturally have exactly the same kinds of relations with words of certain other classes. Yet actually any given "part of speech" includes various words which are capable of different kinds and degrees of relationship with *other* words.

▼

When a preposition behaves in what may be regarded as the "typical" manner of prepositions, it is more closely connected with its object than with any other word. The preposition and its object then form a unit, and awkwardness inevitably results when that unity is broken. But it often happens that, in a given combination, a preposition leans heavily toward the adverb side, and accordingly forms a unit with the verb which it modifies, rather than with its own object. At the same time, this object becomes for practical purposes the object of the verb *plus* the preposition. This situation is not provided for by the grammatical classification which assumes that all prepositions perform the same prepositional functions, but it is none the less real. Since we recognize no "verb-phrases" save those in which verbs are combined with auxiliaries—as in forming passive voice or perfect tenses—the only way to dispose of the construction grammatically is to call the final particle a preposition.

This anomalous character of some of our common prepositions, when they are used with certain other words, is evident in such a sentence as:

> It was not the sort of action which the situation called for.

To say, "the sort of action for which the situation called," would certainly sound unnatural, for the reasons which we have just seen. Nobody would say such a thing, unless he were obsessed by the idea of avoiding a "final preposition" at any cost. The essential unity of "called for" is further indicated by the fact that without changing either the idea or the rest of the statement, it is easy to substitute a single word: *demanded, required,* or *necessitated.*

Another consideration which enters into the affair of the prepositional ending is that of proper emphasis. One of the fundamental principles of sentence-structure is that a sentence should avoid a weak ending. Now the bearing which this principle has upon final prepositions is quite clear. Ordinarily prepositions are relatively unimportant words. They serve merely to connect other elements, and the relations which they express could usually be guessed pretty well if they were omitted. Occasionally, however, circumstances may cause a preposition to become an important word, and in that event the objection to placing it at the end of the sentence no longer exists. Often its importance is due to its close association with a verb, as in cases such as those already mentioned, but sometimes it is comparatively emphatic on its own account. There is surely no distortion of emphasis in these sentences:

> Things men will fight for are worth looking into.
> That is what I want you to look into.
> It is pretty to look at.
> That is what he came for.
> "This is Brother Samson, a man worth looking at."—(Carlyle)

> "We pledge in peace by farm and town
> The Queen they served in war,
> And fire the beacons up and down
> The land they perished for."
> —(A. E. Housman)

Perhaps the conventional attitude toward final prepositions may have been influenced by the perfectly justifiable objection to crude expressions in which a final preposition happens to be unnecessary and ungrammatical. One hears people say:

> Where are you going to?
> Where is he staying at?
> Look at here!

But the fault in these is no mere matter of weak or awkward *word-order*. The point about them is that the meaning of "to" or "at" is already included in "where" or "here." *Where* means "*to* or *at* what place"; *here* covers the complete idea, "*at* this place." What makes such expressions unsatisfac-

tory is not simply a prepositional ending as such.

Like some other principles of grammar, the rule against "final prepositions" has seemed rather arbitrary and artificial when in fact it is not. It is only a special and negative application of two principles which we might do better to think of positively. One of these, the rule that two closely-related words should not be separated, is really fulfilled, not violated, when a preposition adheres to a verb with which it is inseparably connected in thought. The other, which is that sentences should end strongly, does not prohibit a final preposition when it actually is an important word. In general, the rule against final prepositions is a good one so long as it does not close our eyes to other facts of language which are equally true.

"Shall Windy Words Have No End?"

Not in Job's day nor in ours. But we might counter by lessons in clear thinking.

JAMES DUNN
High School
Norwood, Massachusetts

IF we are unsure and troubled in the present confusion, it is not because we lack counselors. The experts, the commentators, the columnists labor mightily to inform and to instruct us. The spokesmen for the league for this and the league for that nightly and daily belabor each other, and with their ominous croakings persuade the docile readers and listeners that theirs is the only way of light and salvation.

Bewildered by their contradictions, and baffled by their complacent assumption that whoever does not implicitly agree with them is a sorry wretch beyond redemption, the wearied observer of their peculiar logic is tempted to ask like the afflicted Job, "Shall windy words have no end?"

The thing that makes detached consideration of much contemporary argument so difficult is the exasperating habit of the modern sages of taking words from which none of us would dissent, attaching their own meanings to them, and then slyly assuming that anyone who refuses to accept their arbitrary definitions is opposed to the honest idea which their words originally represented.

For example, we hear much about liberty, but it is insinuated that anyone who will not agree that liberty is a convenient license for the extension of any specious idea is an enemy of liberty, a Nazi, a Fascist, a reactionary, and a flinty-hearted misanthrope. This writer, at least, is getting mightily sick of that effective trick, cleverly originated by the Communists.

Liberty doesn't mean the right to do whatever you want; it means the right to do what you ought. When that idea is suggested, the modern sophist, inquiries loftily who is going to decide what you ought to do. If you accept his premise that there is no such thing as objective truth, that what is right is what appears to be expedient, and that there is no external norm of action, then indeed he is right, and there is no truth, and no right and wrong. But our society is based on the general agreement of men that there is a moral law which can be determined by those who in humility genuinely desire to follow it. The only two countries which have formally denied the existence of an objective moral order are Germany and Russia. The Nazi and the Communist maintain that what is right is whatever advances their materialistic aims. Very logically both are following this idea to its ultimate conclusion, and the rest of the world looks at the result with horror.

Strangely enough Communism, possibly because it does not present the same immediate physical threat to us, has by no means aroused the same fear that Naziism has, and yet it would be a very subtle casuist who could distinguish between these same two evils called by different brand names. As a matter of fact, it will probably not be long now before the jugglers of words will be calling Russia a democracy. They called the Red government of Spain democratic. They call China a democracy. T8hey call China a democracy. Apparently with them a democracy is a country fighting on the side they favor. If Italy revolted tomorrow from her position of jackal, and Mussolini turned upon what Churchill so aptly called his fellow criminal, some of our profound thinkers would immediately promote the Fascisti to the ranks of the democrats.

Democracy means a form of government controlled by the majority of the enfranchised citizens. It is a good form of government. It has worked very well for us. Few are so blindly optimistic as to declare that our long effort to make this country truly democratic is perfect, but no one who is truly American wishes to depart from the ideals of those great minds who founded our form of government. Yet those who use the term democrcay so loosely seem strangely oblivious to the dangers to which their own ideas expose the very system which they venerate.

We have freely chosen our form of government. We assert our

right to continue it, but in light of our own principles of self determination it is the basest contradiction to imply that we have any crusading duty to force our ideas upon the rest of the world.

▼

The man who said, "Our country . . . may she always be right, but our country right or wrong," was to the extent that he would follow this immoral doctrine an unprincipled rogue. Democracy means government by the will of the majority; it does not mean that the majority is necessarily right. Conceivably the majority could take an action from which it would be the duty of the minority to revolt. To deny this means to fall into the error of the totalitarian state. If the state can grant rights, the state can take away rights, but as that admirable, much admired and often cited, but I fear little studied document, The Declaration of Independence states, man has certain inalienable rights above the power of the state to grant or to withhold.

Our democracy provides for free speech. It is hardly democratic that honest, sincere, and patriotic citizens, whether they are right or wrong, be smeared with such epithets as "copperhead", and "traitor." Democracy exists upon a tolerance of divergent opinion.

And yet like "liberty" and "democracy" the word "tolerance" is carelessly used by those who write and speak hastily. The virtue of tolerance recognizes the right of the individual to be wrong without being subject to persecution for entertaining ideas which do not conflict with the rights of others. But tolerance does not mean the wishy washy and imbecile notion that two contradictory ideas can simultaneously be true. There is a fashion prevalent of admitting the most preposterous ideas to serious consideration. However, this fine detachment does not extend to assertions which challenge the favorite prejudices of the windy counselors. Step on the toes of the professionally tolerant, and you are apt to get a sharp kick on the shins.

A man with a talent for publicity can acquire considerable fame these days by announcing any startling variation from common sense. For example, he will loudly proclaim that in his considered opinion two and two do not make four. His statement will not be so bold and blunt, however. He will carefully demonstrate his proof that the number which is double that which is unique, divided by four times one half does not in all cases equal eight times one fourth, or some such nonsense. The really tolerant will indulgently grant that if he chooses to substitute arbitrary meanings in contradiction to the generally accepted meanings of words, and thus consign himself to an existence in which communication with sane men is impossible, such is his privilege. The moment, however, that he puts his ideas into such practical application that he endeavors to pay a debt of three dollars with two, tolerance should be succeeded by justice, swift and inexorable.

▼

To say this country is in danger is a platitude, but platitudes are usually true. We are in danger from without, but we are more in danger from within. United we would be strong, but we are not united.

Unity will come from a return to those rock-like principles of morality upon which this country was founded, but we can't even agree what these principles are until we think more clearly. We shall continue to be confused, and bewildered, we shall continue to be the victims of fuzzy thinking until we stop these devious tricks with words.

▼

The schools alone are not responsible. The radio, the newspapers, magazines, books, the movies, it may be, exert more influence than the schools; but the schools have still a valiant part to play. It is still their duty to teach clear thinking and a love of truth. A very practical beginning to doing this is to insist upon the study of the meaning of words.

But the blind cannot lead the blind. Lest those who try to teach be themselves lost, it is the duty of teachers to rouse themselves from inertia and lethargy, and with energy and resolution devote themselves to their essential task of discovering what is truth.

They Can and Do

JOHN D. FORBES
University of Kansas City

"Those who can *do* and those who cannot *teach*,"
Is cruel, cynical half-truth spoken
With no thought for those rare men and women
Who have the precious gift beyond the reach
Of common sort to light a flame in each
Young mind, direct the early steps of men
Toward truth though it be deeply hidden,
Or string to unaccustomed thought. These teach,
Rejoice in teaching. Theirs is not defeat
But triumph in learning and mastery
Of skill. Or were they failures, those who drew
Unto them Plato, Mark and John to eat
At their boards of reason? And can it be
Said truly that to teach is not to do?

Forward Steps in Evansville

SALIBELLE ROYSTER
Reitz High School
Evansville, Indiana

THE ideal school is now and ever shall be a glimmering mirage, a will-o'-the-wisp, that vanishes as we approach. As Tennyson remarks in the closing stanza of *Ulysses*:

"Yet all experience is an arch, where through
Gleams that untraveled world, whose margin fades
Forever and forever as I move."

The high schools of Evansville, Indiana, under the leadership of Superintendent Ralph Irons and Dr. Harold Spears, Director of Research and Secondary Education, have attacked the problem of modern educational procedure from two angles: (1) administrative or physical and (2) curricular.

Within the three or four years just past, the physical setup of the high school day has undergone a revision. The number of periods in the school day has been reduced from nine to seven, exclusive of the extra curricular period, and the length of each period increased from forty to fifty minutes, permitting supervised study. Because of crowded conditions, two shifts of teachers and students are necessary, one group coming early and leaving early, the other coming fifty minutes later and remaining until the end of the school day. A third group, comprising approximately fifty per cent of faculty and student body, can not be fitted into the shortened day and are at school for the entire seven periods.

Program making for both students and teachers has been changed in recent years. Student registration for the coming semester is made a part of the guidance program in the home rooms the semester before, two days being devoted to this important phase of the work. Home room teachers are encouraged to have individual conferences with their students and to plan every course so carefully that not only requirements but personal student needs may be met. During the first guidance period, preliminary registration and descriptions of courses are considered, and on the second day, a week later, actual registration takes place. After enrolment is completed, a tally sheet of the numbers signing for various courses is made in the office of the assistant principal, and courses for which fewer than fifteen are registered are usually dropped. By means of a conflict sheet it is possible to chart every possible conflict in student programs. A master program containing teacher assignments of courses and classrooms is the final step. Teacher preferences are considered within reasonable limits, although narrow specialization within a very limited range of courses is not encouraged. Programs for incoming freshmen are made out while the pupils are still in grade school, the administrative officers visiting the 8A groups and cooperating with the elementary teachers in this work.

Manuals of Administration are prepared before the opening of school in the fall by the principal and his assistants and are handed to every teacher at the first faculty meeting. These manuals contain all committee assignments and extra curricular activities for the year as well as the bell schedule, study hall directions, and a variety of other information. Another extra curricular device, the student activity ticket, permits students by paying ten cents a week for thirty or more weeks to attend all school athletic events, plays, musical programs, and contests during the year.

Turning to the curricular phase of the Evansville high schools, one finds emphasis on broad, long-time planning and the tentative nature of all planning to suit the needs of the individual student. The curriculum should be a rounded program of living and should provide for leisure time as well as for work interests. Numerous modern practices pointed toward these objectives are found in practically all departments. For example, it is a far cry from old-fashioned teaching of history by topics to the laboratory methods used in senior American problems classes today. Here an attempt is made to analyze problems in fields of economics, political science, and sociology current in the thinking of high school seniors. By means of group discussions, panels, debates, and use of outside speakers a wider coverage of current problems is made possible. Up-to-date material is obtained from charts, diagrams, motion pictures, and current periodicals, including such publications as *Time*, *Harper's*, *Newsweek*, and *The American Observer*. The situation is never teacher-dominated, but as many points of view as possible are presented, supported by fact.

In the commercial department, students are trained for positions not only by formal instruction but by actual sales experience in local stores. The music department has by means of a rotating schedule been able to develop playing bands and orchestras by having groups of students excused from regular class work only once a semester. Individual speech correction work, taught by a specialist, is carried on with all students having a speech handicap. Farm shop work is on the functional basis, agricultural students bringing their ploughs, harrows, or tools from home and working on them at school.

Most colorful of the modern edu-

cational practices is the attempt in the ninth year to break down subject matter barriers, and to live up to the dictum of studying and teaching American life as it is lived in America. The new freshman course, known as General Living, combines English, social studies, and mathematics into a core curriculum and adds to them a little work in business, science, and music or art. Field trips, group meetings, student programs, and outside speakers, as well as use of visual aids are all included in the program, and a special time is set aside for them. The purpose of General Living is to do away with narrow departmentalization of subject matter and to present situations as they occur in real life.

Numerous other progressive practices might be mentioned, but the list grows long. In my own department, English, a consistent drive is being made toward eliminating the worst speech errors made by the students in our particular school. Special attempts are also being made to reorganize certain courses preparing students definitely for college and to generalize other courses for the non-college group. Through the ways listed in this paper and by many other devices the Evansville high schools are trying to promote improvement of living for all students, to develop a socially creative personality in the individual, and to foster the spirit of democracy.

More Aid from Visual Aids

RALPH R. WHITE
Weld, Maine

A survey of visual education in Maine led the writer to conclusions that should have wider application.

MAINE is a predominantly rural state. Its schools are small, and the amount of money available for education is limited. Well over half of the secondary schools have fewer than seven teachers. Over a third have fewer than four. The State has but ten junior high schools. There are practically no special supervisors or administrators of visual education. It is in this State that an investigation of visual education practices and problems was recently completed by the author, working with the cooperation of the Maine Department of Education.

The first discovery was that of the popularity of projected visual aids—this popularity extending with surprising strength into the smallest and poorest secondary schools. A tenth of the schools use reflecting lanterns. A tenth of the schools use film strip projectors. A fifth of the schools use lantern slide equipment. Almost half of the schools use 16 mm. motion picture equipment, the majority of which is sound equipment. Questioning reveals that this popularity is fast growing—particularly in the case of motion picture machines. Further investigation was therefore concentrated upon the school use of motion pictures for teaching.

Discounting the dangers in drawing interpretations from any poll of opinions, it seemed worthwhile to find out what principals actually using educational motion pictures think about their effectiveness.

Of the principals using motion picture equipment in their schools, one-third classified this teaching aid as "extremely effective," over half classified it as "valuable and effective," and the remaining small fraction gave an opinion of "somewhat useful." It is significant that not one principal with the use of a motion picture machine classed it as "not worth the trouble and expense." Schools with sound equipment reported a higher opinion than those with silent machines, but this may be because the schools which are most enthusiastic about the use of this visual aid are the ones that naturally go to the added expense of buying sound equipment.

In spite of this high opinion, however, it is unlikely that many Maine secondary schools are yet achieving creditable teaching results with motion pictures. An inquiry into the teaching procedures employed indicated that the typical high school motion picture program is presented to the assembled school. No previous study or preparation is made by teachers. A rather long program of films is projected once. The material of the film is not taken up for class study or discussion. Once or twice a month, the process is repeated in the supposition that pupils will passively absorb information by the mere spectacle of moving pictures.

Obviously, this assumption is contrary to learning principles. The type of program just described is the composite of the major teaching errors warned against in the published works of the nation's leading experts in the field of visual education. This visual education procedure, fortunately, is not universal in Maine secondary schools. A small percentage use motion pictures as a teaching tool rather than as a teaching substitute, although the ineffective procedure is typical.

It is probable that some specially prepared teaching films, planned with the consultation of educational psychologists, leave an influencing imprint upon students' minds by mere public projection without integration in the specific study program. But this type of film is

not predominant among those used in Maine schools where at least half of the films projected are either commercial advertising films or government films.

In the course of this investigation into visual education problems, most of the best known published literature on recommended teaching practices in visual education was surveyed. This included the writings of M. R. Brunstetter[1], Edgar Dale[2], Ellsworth Dent[3], F. L. Devereux[4], Charles F. Hoban and Charles F. Hoban, Jr.[5], Gilbert S. Willey[6], and others. Five basic visual education procedures were selected for investigation. The possibility of following most approved teaching methods was found to be dependent upon the observance of these general procedures. In brief, these essentials are: teacher preview of films; class study of film subject matter; short, unified programs; repeated showings of the same films; and projection to classroom groups. Only two or three schools in the whole state followed all of these practices.

Where the teaching techniques with motion pictures are so contrary to those recommended by authorities, it may be seriously questioned whether there are any real and lasting benefits to the student. To estimate the amount of information permanently retained by haphazard viewing of films, one need go no further than one's own memory for a psychological experimental laboratory. Try to recall the essential facts of any motion picture which you viewed two or three years ago, selecting a picture which was not closely associated with your interests and which you did not discuss with friends. It is rather amazing if one is able to recall more than the title and an actor or two.

High schools formulating and administering visual education problems without specially informed assistance do so under considerable difficulties. When asked about the specific nature of these difficulties, the majority of principals of Maine high schools with motion picture equipment listed: "insufficient budgetary provision for visual aids," "difficulty in selecting films which meet the school's needs," and "teachers' lack of knowledge about how to teach with films." Almost half of the schools listed as a major handicap the "difficulty in darkening rooms for projection." This last minor obstruction could be corrected readily with the dissemination of information on high refraction projection screens and on the simple construction of light shields for the edges of window curtains. Some progress also could be made toward the alleviation of the three major difficulties without an excessive expenditure of funds.

Supplementing the investigation into the major difficulties, Maine high school principals with motion picture equipment were asked to indicate on a check list the three possible services which they would be most interested in securing. A few schools noted more than three services; a few less. The nature of the requested help is perhaps best indicated in the following table:

REQUEST VISUAL SERVICES IN MAINE HIGH SCHOOLS

Nature of Possible Service	Per Cent of Schools Interested
Expert evaluation of educational films and other audio-visual aids	67%
Demonstration lessons in the school by visual instruction specialists	61%
Lesson plans showing how audio-visual aids can be correlated with the course of study	55%
Increased attention to visual aids at county and state conventions	45%
Assistance in organizing and planning the administration of visual instruction work	37%
Courses in visual instruction given at conveniently located centers	34%
Expert information on minimum requirements for audio-visual equipment	24%
Others	9%

The analysis of teaching errors, the list of major difficulties and the list of requested aids clearly lead to some basic conclusions about visual education which might be pertinent to the high schools of other states as well as to those in the State of Maine.

1. Notwithstanding popular enthusiasm for the motion picture programs, high schools administering them without supervision meet with obstructing difficulties and frequently follow ineffective procedures.

2. Satisfactory programs of motion picture education demand special teacher training in the use of projected visual aids.

3. There are many useful services which may profitably be performed by specialists in visual education in states which are without State Directors of Visual Instruction or comparable supervisory assistance.

4. If school visual education programs are to be continued and are to operate efficiently in the State of Maine and in other states where visual education is in a similar stage of development, special supervisory and administrative assistance is requisite.

Various national organizations and periodicals are endeavoring to stimulate interest in the implications of visual education and to offer general information as to materials available. In an effort to meet specific demands of schools conducting programs of visual education, in some states expert directors are now employed by state and local departments of education and are doing constructive work. But, on the whole, motion picture education programs are not as skillfully administered as is popularly assumed. Teaching with this new device presupposes an expert application of psychological principles and knowledge of available materials which cannot be expected of the average teacher or principal. The tendency toward employing specially informed assistance in visual education, therefore, merits encouragement, if our educational system is to utilize the potentialities of visual aids.

[1] Brunstetter, M. R., **How to Use the Educational Sound Film.** Chicago: University of Chicago Press, 1937.

[2] Dale, Edgar, "New Understandings Through Visual Aids." **Education**, vol. 58, No. 2 (October, 1937), pp. 65-69.
Dale, Edgar; Dunn, Fannie W.; Hoban, Charles E., Jr.; and Schneider, Etta, **Motion Pictures in Education—A Summary of the Literature.** New York: H. W. Wilson Company, 1938.

[3] Dent, Ellsworth C., **The Audio-Visual Handbook.** Chicago: The Society for Visual Education, Inc., 1939.

[4] Devereux, Frederick L., **The Educational Talking Picture.** Chicago: University of Chicago Press, 1935.

[5] Hoban, Charles F.; Hoban, Charles F., Jr.; and Zisman, Samuel B., **Visualizing the Curriculum.** New York: The Cordon Company, Inc., 1937.

[6] Willey, Gilbert S., **The Silent Film as a Teaching Aid.** Denver, Colorado: Akin and Bagshaw, Inc., 1935, 21 pages.

Music with a Smile

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The music period can be made the most glamorous of the entire day...

DID you ever stop to consider how swing and other forms of popular music are served to the public? Invariably they are dished up with a smile. A genial master of ceremonies or band leader, who does not take himself too seriously, announces the selection in a happy manner. His eyes, his mouth, his whole body radiate joy. Perhaps he is secretly suffering from arthritis or a broken heart, but the public never knows it.

People turn to happiness as a flower turns to the sunshine. Just try two types of entertainment. In one, you send 'em out in tears. In the other, you send 'em out laughing. Then advertise another performance of the same type and see what sized crowd you get.

There are other ways to serve music with a smile. The stage is set with great care. Performers wear cheerful garments. Ushers are happy folks, easy and informal. There is color, with appropriate lighting, variety, interesting stage settings, novel beginnings, climatic arrangements, effective finales.

Who wouldn't be attracted to that type of music?

I wonder if that does not explain the public's lassitude and sometimes downright antipathy to classical music, concerts, recitals, individual music lessons, school music.

As a rule, such music is served up in almost pontifical solemnity. There is hushed reverence, amidst icy stillness, barren stages, deadpan performers.

▼

In school, the music teacher is more often than not, tense, harried, unsmiling and rigid.

Private music teachers so often are completely barren when it comes to emotional richness, imagination, ease, informality, downright happiness.

No, classical music is certainly not served with a smile as a general rule. Nothing is done to dress it up and give it a colorful setting. Of course it should speak for itself, but how much more affectively it could speak with some emotional assistance! For music is emotional first, intellectual second.

"You should like it because you should like it", has been the almost universal dictum of musicians.

"It is good, because I say it is good," music teachers too often imply.

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This is a skeptical age. More and more people are refusing to affect airs and graces that they do not really possess. This is also a very practical age, what with the war, rising prices and so on. And it behooves music departments everywhere to get as strong a hold on the public as they can. For it's easy to lop off a music department that is unloved.

Good music needs more good will connected with it. This does not mean one must stoop to cheap publicity methods to put it across. Not a bit of it. But it is quite possible for a teacher of school music, for instance, to make this the most glamorous period of the entire day to the pupils. A vase of flowers, shaded lights, easy informality, smiles, praise and a careful choice of beginning and concluding numbers can accomplish wonders with the most recalcitrant class of hard-boiled boys, who think music is "sissy".

One wise music teacher, fully realizing this, selected only the most red blooded, vigorous type of music for her pupils. Her boys drilled, marched, did acrobatic performances to even classical melodies, making lifetime friends of these tunes.

Variety, real tunefulness, slides with words on them, a good smiling brisk leader with imagination can make community singing so delightful that everybody wants to sing.

Another winning card musicians should play in the game of making classical music more popular is to get the public to understand what it is all *about.* Walter Damrosch has done splendid things in this direction. When you don't understand, Mr. Reader, you lose interest and become resentful, for it is a reflection upon your intelligence, and you don't feel kindly toward anybody or anything that gives you a feeling of inferiority.

▼

So many music recitals are unintelligible to the majority of listeners, that they have little interest for any but performers and proud relatives. Just suppose there could be a popular program about the violin that is to be featured in a recital. The public has a demonstration of this instrument, its construction, its abilities, its advantages, its limitations. Audiences could even imitate the movements of bowing and holding the violin itself. They could listen to the excruciating notes brought out by a beginner.

When a final and excellent performer then plays a classical selection, he will make the hit of his life. Why? Because he is now playing to an enlightened group. He will make an additional hit if he smiles, is gracious and informal and easy.

The music department in a public school could create the greatest love for music in pupils and adult

patrons, if only it would take the trouble to serve all its music with a smile.

Now, as never before, our nation needs music. People over the country realize this. But they turn to the type of music that best serves their needs for escape, relaxation, joy and peace. In other words, Music with a smile.

The "Young Jurist" Looks at

The Duty to Protect Life

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IN a previous article it was suggested that every child should become a jurist in the sense that he should try to find abundant information concerning matters of conduct as a guide to his own conduct. He might well be introduced to some decisions of the appellate and supreme courts of the various states and of the United States, which are recorded in the printed reports found in many law offices. It was suggested that curriculum makers might re-word such legal cases, leaving out the legal language but retaining the human and emotional interest. By means of such information the intellectual attitudes of the pupils could be emotionalized sufficiently to influence them to make the right decisions and to practice them in their conduct. In this article several cases will be reviewed after they have been processed to remove the legal language as much as possible. Their direct bearing upon the social conduct of young people will be suggested. The four cases treated will deal with the duty of everyone to protect the lives of his neighbors from harm or injury and to exercise proper care for his own safety as well.

Case I.—Pushed off a Moving Train

On the night of July tenth, one year in the early 1880's, several men boarded a freight train in Illinois. When they were about thirty miles away from Godfrey, a man named Adams, who was a member of the party, robbed two of the others and forced them to jump from the moving train. One of the two men fell with his head against a railroad tie and was killed. Adams and his associates were later brought to trial and charged with murder. In order to prove that a person is guilty of murder it is necessary to show that he had an evil intent to injure the person who was killed. If that evil intention cannot be shown, then the death will be called manslaughter or an accidental killing.

In this case Adams argued that the man was not killed by being forced to jump from the moving train but rather by striking his head accidentally against a railroad tie in falling. However, at the trial that argument was not accepted. It was pointed out by the court that Adams, just like every other human being, had a solemn duty to be careful not to place any other individual into a position of danger for his life without trying to protect him. Instead of trying to protect his neighbor, Adams had deliberately forced him into a position of danger without regard for the injury that might happen to him. Thus the evil intent to injure his neighbor was said to be in his heart; because if it had not been there he would have shown more consideration for the man who later was killed. Adams was convicted of murder because, in the opinion of the court, ha had forced another person to do an act which caused his death.[1]

Case II.—The Hunter's Mistake

The duty of everyone to protect the lives of others extends to the point of being very careful of the way in which one does a lawful act, because recklessness in doing lawful acts may also result in the killing or injuring of others. Everyone who drives an automobile, pilots a vessel, moves a railroad train, or goes hunting, should do so in such a way as to show respect for the safety and welfare of all others who may be in the vicinity.

On September 25, 1928, two men were hunting deer somewhere in Wallowa County, Oregon. They had pitched their camp on a site between two highways, one of which was no longer much used. At about nine-thirty in the evening, as the two hunters sat near their campfire, they heard a rustle in the underbrush from the direction of the old road. After using their spotlight and discovering what appeared to be an animal approaching in the shadows, first one and then the other fired at this moving object. They heard it fall and discovered when they reached the spot that they had killed a horse and his rider who were coming across the strip of land which

[1] Frank Adams, et al. v. The People of the State of Illinois, 109 Ill. 444 (1883).

separated the two roads. In this case, since the hunters had not deliberately intended to kill anyone, but had shown recklessness in shooting at a moving object without knowing what it was, they were convicted of manslaughter.[2]

Sometimes, a lack of care for the safety of the lives of others is due to a thoughtless lack of consideration for them. This, also, is unsocial conduct because it often results in serious injury to them. Examples of careless conduct occur every day. There are accidents in connection with driving automobiles, failing to stop at through streets, failing to signal for stopping or turning to the right or left, or driving at speeds which are unwarranted for the condition of the roads at the moment.

Case III.—Forbidden Coasting

One's duty to be careful to protect life extends also to preserving one's own health and safety. Everyone should use the safety zone in boarding a street car when there is one. It is careless to dart out suddenly from the sidewalk when automobiles are approaching. One should not try to run across the street where there are no crossings or to cross against the red light when automobiles have the right-of-way. It is placing oneself in unwarranted danger to ride a bicycle in the direction of traffic on a heavy traffic lane, to walk on the highway in the direction of traffic, or to coast with a sled on a hilly street during the winter's ice and snow. Many cities have ordinances against coasting on certain dangerous streets.

An eleven year old boy named Alfred Query was coasting with his new sled on Parker Street in Worcester, Massachusetts, one winter day. His sled was moving down toward Mason Street, which was a main traffic highway that crossed Parker. Just as he slid into the intersection of the two streets he saw a truck about fifty feet to his right on Mason Street coming toward him. In order to miss it he steered to the left and went up an embankment just where the two streets met. Meanwhile the driver of the truck was looking to the right where he saw another sled coasting down toward him on the hill almost opposite Parker Street. He swerved to the left to avoid hitting that sled as it raced toward him into Mason Street. As he swung the truck back into the main path it struck Alfred Query, who had fallen off his sled as it hit the embankment and had rolled down into the path of the moving truck.[3]

Alfred could have avoided being hurt if he had obeyed the law, because there was a city ordinance which forbad all coasting on Parker Street. Hence, Alfred was doing an unlawful act by being where he was at the time of his injury. Whenever a child is old enough to exercise reasonable care to avoid accidents to himself, he has the duty to care for his own safety.

Case IV.—Lost His Grip

Another instance of the violation of this duty occurred a few years ago in the city of Moberly, Missouri, where there was an attractive park with an artificial lake. At one point where the beach was short and steep and too deep for wading, some persons interested in swimming had tied a rope with a knot at the end to an overhanging tree. By means of this rope, they would pull themselves out of the water after a swim. One day at a school picnic some of the boys got hold of this rope and used it to swing themselves out over the water. As one boy swung back to shore the others would catch him, release him, and permit another to grasp the rope and be pushed out again. The fun continued for some time. All was well until Cecil Turner failed to let go of the rope on his first return to shore. On his second outward swing, he unaccountably lost his grip on the rope, fell into the deep water, and was drowned.[4]

Everyone was very sorry to hear what had happened. The matter was taken up in court to decide whether Cecil's parents could be allowed to claim damages from the city for its lack of care for his safety, shown by allowing this rope to be placed over a dangerous part of the water to tempt him. In connection with the trial, it was pointed out that Cecil had not exercised a reasonable care for his own safety and had thus contributed to his own death. It was known, for example, that his teacher had warned him repeatedly not to swing on the rope because he knew that he could not swim. The boy was fourteen years old at the time; and in the opinion of the court which reviewed the case, a boy at that age might be expected to exercise a reasonable care for his own safety.

To the teacher who is interested in enriching and enlivening the materials and information used for instructional purposes to train pupils in socially approved conduct, cases such as these should be a real aid. They should help bring forcibly to the pupils' minds the important duty of exercising due care for the lives, safety, and security of themselves and others.

[2] State v. Newberg, 129 Ore. 564, 278 Pac. 568, 63 A.L.R. 1232 (1929).

[3] Query v. Howe, 172 N.E. 887 (Mass., 1930).

[4] Turner v. City of Moberly, 224 Mo. App. 683, 26 S.W. (2d) 997 (1930).

The youth and the children of America literally are the strength of tomorrow. What is done for them now will be repaid manyfold, and that at no distant date.—American Council of Education.

A Salute to Herbart

A century after his death educators still draw lessons from him.

FRANK M. RICH
Principal, School Number Two
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AN even century has passed since the last of four great pioneers of progressive education—Rousseau, Pestalozzi, Froebel and Herbart—made his bow at the final curtain, August 14, 1841, and handed the torch of reform to a line of loyal successors.

Herbart's passing is a centenary worth remembering. In our country law and custom now compel the most active fourth of our people to spend their working hours for a quarter of a lifetime in the cloistered halls of learning, earning a license to begin practicing the real concerns of life. It may be helpful to them if we review the counsels of the man who probably did more than any other to perfect methods whereby teachers of the rank and file could make this enormous expenditure of time and energy fascinating and profitable. One hundred years is so short a time on the calendar of academic progress that much of Herbart's doctrine is current gospel, and some of it, in fact, too revolutionary for conservative stomachs. Herbart's story is a wistful glimpse back to an age when the whole scholastic world turned to German universities for leadership in the field of ethical culture.

The Story of Progressive Education

The story of progressive education starts with Rousseau, "the father of the French Revolution", whose invectives against the formality and artificiality of the time included the traditional constraints and humbugs of schooling. Rousseau implored teachers to study the tastes and impulses of children, so as to make the most of child nature in school training. Child-study would demonstrate the futility of so much abstract drill and admonition, designed to make infant prigs and prodigies. It would counsel a course of study based on contact with reality, letting students experiment and do things for themselves, with Mother Nature, as well as the teachers, administering some of the corrections.

This revolutionary plea for child-study, nature lessons, self-activity and experience with life was devoured by Pestalozzi and given its first practical application in the schoolroom. Pestalozzi was a man well past middle age, and admittedly ill-equipped by nature or training to implement a radical departure in education, and yet so deep was his yearning to uplift the masses that he sacrificed his declining years and a sizeable fortune in heroic experiments with new methods in an orphanage, various elementary schools and a teacher-training institution. But he gave the world a notable scheme of mind and character training, based upon motivated, child-centered activities, with a better, more meaningful language, mathematics and general information growing out of the spinning, weaving, construction and other productive occupations.

Among the student-teachers in Pestalozzi's normal school was a forester - farmer - surveyor - architect - soldier, who saw in constructive occupational activities the best route to a well-balanced integrated personality. His ideas and devices, worked out in Thuringian village schools, and well publicized by writings and demonstrations were eagerly adopted by infant-school teachers everywhere, and became the well-known, well-attended kindergartens. But the plans for character integration through self-activity on a higher level remain sadly neglected except in institutions for mental disorders. In the teaching cliche of the moment, however, "integration" is a popular slogan.

The three great apostles of child-study, experience methods and motivated self-activity had demonstrated the superiority of their new technic in a practical way, but it was left to Herbart to develop teaching as a real science and establish the subject on a par with metaphysics, ethics and philosophy in the university.

Herbart's metaphysics and aesthetics sound quaint and obsolete in this age. His psychology, of course, left out a century of modern work in biology, child-study, neurology, psychiatry, genetics, psychoanalysis, testing and experimenting. But the essentials of his pedagogy remain about as pertinent and practical as ever, especially his doctrine of interest; the principle of apperception and the scientific lesson plan.

Herbart's Philosophy Of Education

The great goal of education in Herbart's philosophy was the development of wholesome character. The notion that the mental faculties of memory, reason and will could be strengthened by school exercises in mathematics, language, etc., he rejected as an unsupported fallacy. The mind is not like a muscle to be worked up by gymnastics, but remains naturally strong or weak, dull or sharp, like hearing or eyesight. Successful living, the ability to find and give the maximum of happiness in legitimate, helpful ways, he taught, depended rather upon disciplined emotions and desires, best fortified by the acquirement of deep, many-sided interests. In-

terest is conditioned partly by instinctive desires, and partly by the sensations of pleasure or annoyance experienced in obeying them. Permanent interest combines the pleasures of the past with new promise for the future. A student's real success should not be measured by the amount of assigned work he "passes off", but the amount of captured inspiration he takes on. Any regimen that does not leave a student with the wish and the ability to pursue its branches further is of doubtful value.

The Doctrine of Interest

Herbart listed the kinds of interest or motives to which a teacher can appeal as (1) Empirical or sensational interest, pleasure excited by a thing because of its striking, novel character; (2) Speculative or scientific interest, aroused by something appealing to curiosity or presenting an alluring problem to the mind; (3) Esthetic interest, excited by beauty in its many forms; (4) Sympathetic interest, arising from personal concern for other individuals; and (5) Social or altruistic interest in the concerns of groups, community, humanity.

A present-day survey of these interests as used by teachers to motivate classroom instruction in health, leisure, home membership, vocation, school processes, citizenship and character, and again an investigation of the interests of graduates in these same particulars would constitute a valid appraisal of school efficiency. (1) How much does the student retain of his early love for innovations? Is he adaptable to change or is he ossified beyond recall? Or again, is crude sensationalism and excitement the main appeal? (2) Are the problems and complications of science, business, current events, economics, social service, and the like still growing concerns of life and endeavor? (3) How much time and effort will he spend to advance music, literature, art, drama and other forms of beauty for his own satisfaction? (4) Is he a friend that shows himself friendly, and what good is he to family and neighbors? (5) Is he a power for righteousness in the church, community and state, or is he a sharker in business, grafter in politics, libertine in society and hypocrite in religion? Plainly then, Herbart's doctrine of abiding, many-sided interest and motivation as a goal of instruction is still worth considering here in a country where we spend annually 17 billion dollars for crime and racketeering and only one per cent of that amount for all religious and charitable purposes combined.

Apperception

Related to the doctrine of interest was a psychological principle of Herbart's that stirred the philosophers of a hundred years ago and remained an educational catchword ever after. This was the principle of *apperception*, the law that a person's understanding or appreciation of anything is governed by the experiences of the past and the ideas and emotions of the moment. Any given explanation, or demonstration or happening, like the experimental picture made with a spot of ink on paper, may suggest a hundred different things to a hundred different people, depending on their background or what they happened to be thinking at the time. Legerdemain consists in giving the observer a false apperceptive background. Teaching, on the contrary, consists in giving the observer the correct one. Attention to the principle of apperception will caution the teacher to introduce new material into the lesson in such a way that the whole class will be thinking about the same thing in the same way. It will demonstrate the uselessness of dealing with maps, symbols, moralizings and other abstractions till pupils have had first-hand acquaintance with the living realities behind them, or before they reach sufficient mental maturity to sustain appreciation. It will show the value of correlation between school subjects and with outside life, whereby interest in one department enhances appreciation of the others. Apperception argues for a scientific arrangement of subject-matter, and points out the necessity of providing for individual differences,—all current problems in modern education.

The Ideal Lesson Plan

The principle of apperception led Herbart to devise the ideal form of recitation, with the result that pupil-teachers have been submitting formal lesson plans to their critic teachers ever since.

As developed by Herbart, and his followers, Ziller, Rein, DeGarmo, McMurry and others, this plan is the most effertive procedure ever devised for anybody who wishes to bring an audience round to some new adoption, whether it is the offering of a salesman, the message of a preacher, the buncombe of a demagog or the project of a teacher. The same plan is evident in Antony's oration in Shakespeare, Paul's defense before Agrippa, Lincoln's Gettysburg address or a hundred other famous orations. It is the core of a whole course in homiletics and salesmanship.

This ideal lesson plan, in complete form, consists of six parts, though sometimes in practice two parts may be merged. Part one introduces the subject as a whole; gives the student an intelligent idea of what to look for and a pleasant anticipation of something useful and important to come. Part two reviews familiar material, so as to furnish an apperceptive background for the new, unfamiliar demonstration or proposition that is coming. Part three presents the new material as an experiment, exhibition or thesis, etc. Part four analyses the evidence by associations, comparison, particulars, and instances, answers objections and considers the proposition from other angles. Part five sums up the essentials of the matter in clear, pointed, persuasive form. It

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is the call to action with final directions. Part six is the application, the opportunity to turn the skill, information or inspiration to practical account.

Herbart's formal steps have been much criticised, and they are less used by critic teachers than formerly. There may be other ways of writing an exposition, making a speech or teaching a lesson, especially if the author or teacher does not have to meet differences of opinion or persuade volunteers to put over some new project; but if the teacher, preacher or salesman has something new and unusual for sale or adoption, it is hard to see how any of these steps can be reversed or omitted.

The Herbartians in America

At the time of Herbart's death, Pestalozzi was a favorite topic for discussion in meetings of teachers in America. The old-time school slate he invented won universal favor. Fraction frames, nature charts and other little devices were the teachers' nods to the fashions of the hour. But as usual, teachers were quick to pick up fads but slow to make fundamental changes in results. Herbart, introduced much later as an advanced exponent of Pestalozzi, fared somewhat better. A group of notable educators organized the National Herbart Society, now the National Society for the Study of Education. The first Yearbook, prepared in 1895 under the presidency of Charles De Garmo and the secretaryship of Charles A. McMurry, began a series that has probably done more than any other publication to promote the cause of better teaching in this country.

It would be interesting to study the ways in which Herbart's technic of schooling has been applied, wittingly or not, by the revolutionary methods of Nazi training. It may have been the devil's school, but at least it was effective. The variegated activity program, the motivated interests for German youths, the scrapping of pedagogical lumber in favor of sturdy production, gives the Western powers something to match if not to imitate. The time is coming in this cruel contest of ideologies when every scrap of time and every ounce of energy, even of little children, may need to be conserved for the benefit of humanity. There is no question but that our handling of youthful ambition is subject to improvement. Here is an old German philosopher whose doctrines can be studied and applied with profit.

A Safety Test for Students

EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

These questions, given to high school students, call for information and clear thinking.

Underline the word "yes" if the answer is "yes". Underline "no" if the answer is "no". Each correct answer counts 2.

Yes No 1. Is a train which is heard but not seen apt to be farther away than it seems?

Yes No 2. Does it take a longer time to pass a horse drawn vehicle than it does a car?

Yes No 3. Should school drinking fountains be recessed in the wall?

Yes No 4. Is it all right for the school fire alarm to be a special signal on the regular system of class bells?

Yes No 5. Is it dangerous to throw snow balls into a crowd?

Yes No 6. Should an oil mop (dustless) be kept in a close closet?

Yes No 7. Is it safe to turn on the electric light when the hand is on the water faucet?

Yes No 8. Is it a good practical joke to remove a chair from behind a person about to sit down?

Yes No 9. At a ball game is it safer to sit on unprotected bleachers near the third base line than the first?

Yes No 10. In case of a blowout when you are driving is it best to apply the brakes?

Yes No 11. Is it twice as hard to stop a car going sixty miles per hour as it is the same car going thirty miles per hour?

Yes No 12. Should you pick up a pencil when you see it lying on the floor of a school building?

Yes No 13. May ice on the steps or side walk be melted by throwing on salt?

Yes No 14. Can you detect carbon monoxide by its odor?

Yes No 15. Is it all right to staple a wire fence to a barn?

Yes No 16. Is it all right to give lemon drops to young children?

Yes No 17. If blood spurts out of a cut in a leg, should you place a bandage above the cut?

Yes No. 18. Should a boy carry a pencil in the outside pocket of his coat with the pencil's point sticking out?

Yes No 19. Has a farmer a right to drive his cows in the road?

Yes No 20. On a four lane road is it right to pass a car on the outside strip?

Yes No 21. Is it the chief duty of the school safety patrol to direct motor traffic when the pupils are crossing the street?

Yes No 22. If you have occasion to cut phosphorous should you place it under water?

Yes No 23. May a simple blister, if neglected, cause death?

Yes No 24. Is it safe to run the engine of your car in a closed garage?

Yes No 25. Is it harder to bring a heavily loaded car to a stop on a slippery pavement than it would be if the car carried a light load?

Yes No 26. Is the greatest cause of accidents on the highway unfavorable driving conditions?

Yes No 27. Is it safe to smoke in bed?

Yes No 28. Is it often good economy for girls to wear at school second rate party shoes?

Yes No 29. Is it right to allow children to threaten others with toy guns?

Yes No 30. Should the doors of a school building open outward?

Yes No 31. Is it safe to use kerosene in replenishing a wood fire?

Yes No 32. May an explosion be made by the mere rubbing of material which is being cleaned by gasoline?

Yes No 33. When swimming in a lake, is it safe for a good swimmer to swim out from shore until he is tired?

Yes No 34. Does poison ivy have dark green leaves in groups of three?

Yes No 35. Is it safe to go barefoot on a rough board walk?

Yes No 36. If a thunder shower comes up when you are in swimming, are you as safe to stay in the water as you would be to go and sit in a car?

Yes No 37. Does a person exposed to the sun get a worse tan when near the water?

Yes No 38. Is it dangerous to have oily rags around a building?

Yes No 39. Is it all right to wear a loose necktie around a shop?

Yes No 40. When you have a cramp while swimming is it often advisable to go at once under water?

Yes No 41. Is it useless for a person to try to correct color blindness by wearing glasses?

Yes No 42. Is a boy riding on the running board of a car more apt to be thrown off going around the outside of a curve than on the inside?

Yes No 43. Will water in the radiator of a car boil more quickly in a valley than on a mountain?

Yes No 44. In mixing acid and water should you pour the acid into the water?

Yes No 45. Are poor tires more apt to blow out on a hot day than they are on a cold?

Yes No. 46. Is carbon dioxide a poisonous gas?

Yes No 47. Is the practice of the rules of safety a necessary part of good character?

Yes No 48. Does getting out onto a soft shoulder tend to pull a car into the center of the road?

Yes No 49. Should a person walking on a highway take the left hand side of the road?

Yes No 50. Is it as safe to kneel in a canoe while paddling as it is to sit on the bottom?

Answers to Safety Test

1. *No*, it is apt to be nearer than it seems as sounds travel slowly as compared to light.
2. *No*, it takes a shorter time as the horse drawn vehicle is going more slowly.
3. *Yes*, for in this way they will not impede traffic.
4. *No*, it is less apt to be confusing to have a special system just for the fire alarm.
5. *Yes*, as some one might get hit in the eye or other part of the face.
6. *No*, lack of air and ventilation may cause spontaneous combusion.
7. *No*, as a faulty fixture might give you an electric shock.
8. *No*, as an injury might result.
9. *Yes*, because most batters are right handed and fouls are more frequent in the direction that the batter faces.
10. *No*, keep the clutch in, let up on the gas, and do not use the brakes until car has come nearly to a step.
11. *No*, it is four times as hard.
12. *Yes*, as it might cause some one to stumble.
13. *Yes*, this may help prevent slipping.
14. *No*, as it is odorless.
15. *No*, as the wire conducts electricity and might cause the building to burn during a thunder shower.
16. *No*, as they might cause strangulation.
17. *Yes*, as the spurting blood indicates that an artery has been cut.
18. *No*, as he might brush against the sharp point with his hand or stick the point into some one else.
19. *Yes*, provided he observes reasonable caution.
20. *No*, on a four lane road you drive on the outside strip and pass on the inner strip next to it.
21. *No*, its duty is to see that pupils cross the street safely. Any direction of motor traffic is merely incidental.
22. *Yes*, for it is so inflammable that it might ignite if cut in air.
23. *Yes*, when Calvin Coolidge was president he lost a son who died from infection resulting from a blister caused by playing tennis.
24. *No*, as you might be overcome with poisonous gas.
25. *Yes*, the heavily loaded car has more momentum.
26. *No*, the chief cause of accidents is high speed.
27. *No*, as you might go to sleep and set the bed afire.
28. *No*, as high heels make falling much more likely, especially on the stairs.
29. *No*, for it develops a careless attitude towards guns.
30. *Yes*, as this prevents congestion if it is necessary for pupils to leave hurriedly in a body.
31. *No*, an explosion might occur.
32. *Yes*, this has caused many a fire.
33. *No*, for he will be too tired to swim back again.
34. *Yes*.
35. *No*, for you might get slivers into your feet.
36. *No*, for water is a conductor of electricity, while the tires of the car are insulators.
37. *Yes*, for he gets not only the sun's direct rays but the surface of the water reflects them.
38. *Yes*, as they might get afire through spontaneous combusion.
39. *No*, for it might get caught in revolving machinery.
40. *Yes*, in order that you may seize the cramped muscle and squeeze it.
41. *Yes*, glasses will not help with this defect.
42. *Yes*, centrifugal forces tends to throw the boy off when on the outside of the curve.
43. *No*, the boiling point is lower on the mountain.
44. *Yes*, as in this way the amount of acid in the water is increased gradually.
45. *Yes*, because the heat causes more pressure within them.
46. *No*.
47. *Yes*, because it saves others inconvenience and hardship.
48. *No*, the soft shoulder by retarding the outside wheels tend to pull the car off the road.
49. *Yes*, because he then will be facing oncoming cars.
50. *No*, because sitting on the bottom lowers the center of gravity and makes the canoe harder to tip over.

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WILLIAM H. SAMPSON
Principal, Senior and Junior High Schools
Verona, New Jersey

and

FRANK T. BERTSCHE
Teacher of Mathematics
Junior High School
Verona, New Jersey

FOR many years large scale non-promotion was considered essential in nearly every school, but time, experience, observation, and educational research have shown that such a policy was based on tradition and misunderstanding. The conclusions of teachers and administrators today can be classified under four groups:

1. A few still feel that a pupil should not be promoted until he has mastered the minimum essentials of the grade.
2. Some feel that non-promotion is an unavoidable evil for which no substitute has been found.
3. Many claim to believe in the 100% promotion plan although practically no one in this group ever has put the plan into use.
4. Some feel that non-promotion cannot be justified except in a very few cases where social and physical immaturity make success in the next grade practically impossible. In general, this point is the one we accept and will submit some evidence to prove.

▼

Although no actual policy of 100% promotion has been introduced in the Verona Public Schools, our observations indicate that we have nearly reached that figure in actual practice. In one elementary school the non-promotion rate was reduced from 18% in 1927 to 12% in 1929, to 7% by 1933 and then to 1% in 1940. In the junior high school where all 7th grade pupils are sent from the four elementary schools, about 5% were asked to repeat in 1933 and this percentage was also reduced to 1% by 1940.

▼

This same trend seems to be true in the other elementary schools if it is safe to judge from the *absence* of over-age pupils coming to the 7th and 8th grades.

Ten years ago every 7th and 8th grade teacher was forced to devote much time to the so-called problem child. Most of these children were just over-grown or over-age boys and it was a very unusual day when these big fellows were ready to conform or cooperate. They were constantly the cause of friction, confusion and general class disturbance.

▼

Today there are fewer over-age pupils in the school than has ever been the case before. Impossible as it once seemed, we have probably passed on the last of the oversized, problem boys. With this change we have a much finer group of pupils. They can now go forward without so much interruption from trouble makers. It is also true that there has been no lowering of the achievement standards and the 7th grade classes compare favorably with any we have ever had. The median achievement level for all 6th grades last June in all the elementary schools as scored in the Stanford Achievement test was a few months above the grade standard.

▼

Some people honestly feel it is not safe to let the pupils and parents know that with few exceptions we intend to pass every child, although research experiments have shown that pupils generally do not take advantage of such promotion policies. Otto and Melby found that when two equated groups were studies:[1]

"The group whose members were told during the semester that they would not pass unless they worked diligently did no better than the other individuals who were told they would be promoted regardless of effort."

We also find those who feel that pupils will usually improve if they repeat the grade, but McKinney found that:[2]

"Only 35 percent of the pupils did better work the second time, while 53% showed no improvement and 12% did poorer work. Trial promotions saved three out of four repeaters as encountered under the non-promotion plan."

▼

Every teacher should consider the potential failing list very carefully as most of the potential repeaters profit more from promotion. Klene and Branscom found that:[3]

"On the whole potential repeaters profited more from promotion than from repetition of a grade."

Keyes found that 40 percent of the pupils actually do poorer work while 39% show no change and only 21% do better after repeating.[4]

It is ridiculous to conclude that a policy of 100% promotion will ever cure all evils. There will always be a few immature pupils who are just not ready to go along each year without repeating a grade: It is safe to conclude, however, that if we carefully guard the kindergarten entrance requirements and then see that children are not placed in the first and second grade too young, we can overcome the greatest problem of all, namely that of physical and social immaturity.

▼

Reading is the basic subject taught in most first grades and there is no longer reason to doubt that most failures in beginning reading come from immaturity.

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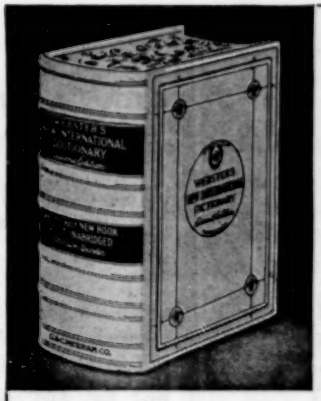

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This condition, although the most serious of all, is the easiest to correct. Every known investigation has shown that children usually are not mentally or physically ready to read until they are seven years of age. Only once out of many cases will a child under six years of age do well in the first grade. The serious part is that the first grade is only the beginning. If he starts in too young, the chances are he will never catch up.

Adverse criticism of such a non-promotion policy usually comes from those who seriously feel that we are lowering the standards and that an amazing number of pupils arrive in the junior high school without adequate control of fundamental skills necessary in everyday life. When it is known that some seventh grade children have fourth and fifth grade ability in reading and arithmetic they usually throw up their hands and severely criticize the school system which permits such a thing to happen. All teachers know about individual differences and they should take advantage of every opportunity to see that parents understand this condition.

Practically every pupil who has a low achievement score also has an equally low I. Q. and no amount of repeating grades will ever correct this condition.

When we stop talking about making those slow pupils repeat the grade and realize how easy it is to develop a serious over-age social problem, we shall probably do a better job. The teacher above the elementary level may have reason to feel that he has an additional task before him if he is to give adequate drill on the real essentials, but he can also feel that if he goes at his task with an open mind, he can produce better citizens.

Even the most *static* members of our modern schools will admit that they do not want over-grown, over-age problem children in their classes. The efficient teacher, whether static or dynamic in educational philosophy, is greatly disturbed by such pupils. Although it has been pointed out that such disturbances may be avoided by a 100% plan, there remain many teachers who will not admit that the plan is a step in the right direction.

Statistics, studies and research on the subject of promotion expose more and more the lack of individual benefit to be derived from large scale failure. In the face of such disastrous results how can educators continue to defend any large scale non-promotion plan?

In conclusion, we feel that non-promotion cannot be justified except in a few cases and such cases are usually immature children in the kindergarten and first or second grade.

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[1] Otto, Henry J. and Melby, Ernest O. "An Attempt to Evaluate the Threat of Failure as a Factor in Achievement." Elementary School Journal 34: 588-96; April 1935.

[2] McKinney, B. T. "Promotion of Pupils. A Problem in Educational Administration." University of Illinois, 1928.

[3] Klene, Vivian and Branscom, Ernest P. "Trial Promotion vs. Failure." Educational Research Bulletin, Los Angeles City Schools 8: 6-11; January 1929.

[4] Keyes, Charles H. "Progress Through the Grades of City Schools." Columbia University, 1911.

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

DEAR beginner, did I hear you threaten that class just now? Don't do that, please, it's too hard to make good on the threat.

P.S.—This goes for promises, too.

Don't be afraid to ask even about little things when there seems no other way to find out.

I heard the finest thing to-day—a young teacher laughing with her class on her very first day in the classroom. She'll surely make a success.

All this that I'm writing you is not just theory. I have beside me every day beginners in our laboratory. Our faculty is one-third new this year and I'm having fun watching the "babies" grow.

Yours a Great Profession

Now that the first odd, wearisome days of beginning teaching are past and you are beginning to feel that you can manage your work, look around you and note that you are a part of a great brotherhood. That teacher across the hall whose wisdom held you up a few weeks ago, the principal upstairs, the supervisor who came in and capably took charge that period when you were wavering, the example of that critic you had last year, your great college professor, all these and you and you and you make up the grand total.

The grade teacher you had at ten or eleven comes to your rescue in hard spots through your memory of her skill. That poorest instructor you ever had may be your most potent influence. Now that you begin to know the work from the inside you can more exactly measure his deficiencies and thus avoid difficulties you might otherwise fall into. Your Sunday-school teacher, your priest, your minister offer you a great example in teaching, perhaps. All these are enrolled in the profession by alliance if not by any closer bond, as is also your mother, your father, and other members of your family. All are or have been teachers of one sort or another.

Your history of education pointed out the great leaders through the ages — Aristotle, Comenius, Spencer, Agassiz, Pestalozzi, Froeble, Mann and thousands of others who are fresher in your mind than in mine. Each of these left his mark on a profession which you have now entered. Profit by their teaching and aim to have your contemporaries, at least, profit by yours. You are a part of it all and your work fills its own little niche in the entire edifice.

Make room in your reading for autobiographical writing from the pen of great teachers. These will divert you from the narrowness of your view of the profession and show you life as others have found it. Maybe you'll want to start today on one like Mary Ellen Chase's "A Goodly Fellowship." She'll not bore you with the eternal I and you'll enjoy the freshness of her understanding of life and of your profession.

You are a part of a great whole. Only through your efforts will the whole approach perfection.

You Will Strike Snags

Having just returned from a primitive and uncultivated territory I am tempted (beyond my power of resistance, you notice) to use the apparently impenetrable forests of the region to point this paragraph. This country has moose and caribou in great numbers. Both have horns of some size and I am still wondering how these animals travel through the forests where the closeness of the trees must present some difficulty.

Just so you may have difficulty getting through the forests of teaching because of the interposition of the trees. You may go along easily collecting your share of encouragement from the results you see in your classes, the ability your pupils show on superimposed testing programs, the kind words of supervisors and executives, the pleasant reactions of parents, the happiness of the youngsters, when suddenly you strike a snag with just one child, or one family. This is troublesome and if you are overconscientious and somewhat introverted, this little snag may begin to magnify into a whole impenetrable forest.

You move this way and that to overcome the barrier but your success is slight. Soon you find your entire attention centered on the total of the work. Then the tree difficulty which consequently looms larger and larger. Don't misunderstand me, trouble is a challenge and you owe it to yourself, to the system, to the profession as well as to the child and to his family to try all possible means of adjustment. But when the time comes to admit that you can't take care of this problem to anybody's satisfaction, then you must rearrange your view so that you recognize the affair as just one of many, this one an unfortunate one that has tried to earn more than its share of your time and effort while the many pleasant ones make up the greater portion of the sum and the beauty and challenge of takes its proper place in the forest the whole comes again to the fore.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Speak Up!

It is my opinion that there is one teaching weakness in the High School that could be eliminated or greatly reduced without much difficulty. The thing I have in mind is the prevalent low voices and poor enunciation.

Pupils in the front part of the classroom talk directly to the teacher and in very many instances what they say cannot be heard by pupils in the rear half of the room. I know that this is so because on many occasions when I have been in the rear of the room I couldn't understand what was being said. This applies to many cases in which pupils were reading from texts.

In several cases it was impossible to understand what the teachers were saying. In some of these cases the voice of the teacher was so pitched as to carry to the individual addressed and if that individual was near the teacher, those in the back part of the room couldn't hear what was being said.

I suggest that before taking this matter up with their teachers, principals make personal observations in their own department to see whether they find the conditions I have noted.

▼

Time Is Precious

We are receiving many suggestions about what the schools can do to help preserve democracy and to assist in the government's program of preparedness for national derense. We are interested in having the schools do their part. It seems to me that the greatest contribution the schools can make is to do well the regular school work.

There is danger in times lilke these that we may focus too much attention upon the unusual things. It is well enough to let the children know something about the plight of children in war-torn Europe, but it is doubtful that the continual presentation of word pictures of the horrors and terrible experiences of those children will serve any good educational purpose.

The teaching of appreciation of the blessings of our own country and of the great privileges we enjoy as citizens of the United States is a part of our regular school program. Children in the upper grades can understand that every right and privilege in a democracy has a corresponding obligation and duty. In the past several years the emphasis in professional educational literature has been more on the rights of people in a democracy than upon their obligations in democratic citizenship.

Many modern educators during the past decade have said that we attach too much importance to the teaching of subject matter. Generally speaking it is my opinion that schools pay too little attention to subject matter. It is not altogether the fault of the schools that this is so. There are so many and so varied things that the schools are asked to do that in some cases the real purpose of the schools is pushed into the background. Drives of various kinds and the observance of special days tend to use up too much school time.

I think it is important that all of us give careful attention to the question of the best use of school time. Is too much time used in "programs of entertainment"? In assemblies?

There is not a bit of doubt in my mind that much time is wasted in classrooms in getting the teaching and learning procedure started at the daily opening of school. There is frequent waste of time in the distribution of teaching material.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Junior High Athletics

I am not very much in favor of inter-school athletics in the junior high school. Reasons: (1) the emotional strain is too great; (2) the physical strain is too great; (3) transportation is a stubborn problem; and (4) the team gets most of the physical training at the expense of the student body.

Perhaps these conclusions are too sweeping for one person to make, but doctors, psychiatrists, parents and students themselves are among those who criticize the strenuous programs followed in many cities. At the same time I have talked with several people from these various fields who support inter-school schedules.

Why can't we substitute an intramural for an inter-school program? This can be arranged so that (1) every class from the third grade up through the ninth can have its teams; (2) these teams can be divided into leagues as, for instance the third and fourth grades into one league, fifth and sixth grades into another and the seventh, eighth and ninth into another; (3) schedules for each group can be patterned after the big league baseball schedules.

This plan has several advantages: (1) the emotional strain is minimized because students are playing with their own friends at their own school under natural surroundings; (2) the physical

strain is minimized because the coach can shorten periods and playing time to suit conditions. Nothing has to be sacrificed for victory; (3) there is no transportation problem; and (4) every boy and every girl can be on a team. After all, that should be the big objective of the physical education program.

If inter-school athletics develop personality, character, initiative and resourcefulness in members of the teams (they don't develop a bit more however, than well conducted spelling contests, debates or everyday classroom procedure) then intra-mural athletics will develop these same qualities in every member of the student body. That should be the prime objective—it is fair, universal, democratic.

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Too Much Notebook

The use of notebooks can be over-emphasized—it not only can be, but is. I know cases—you do too—where teachers insist that each student have a notebook; that each student take extensive notes on the daily assignment; and that he copy maps, drawings and tables. This is a waste of time—the student cannot study, analyze and associate while he is taking notes—and by the time he is through copying, it is time to study another subject or go to bed. Furthermore, the material is in the texts in very readable form—why copy it when the time could be used to much better advantage—namely, for assimilation?

Notebook work, if not properly managed, deprives the student of valuable time he needs for study, causes him to dislike the subject and requires too much of the teacher's time for checking. However, the use of notebooks on field trips, for recording lecture notes and the results of experiments is basic to satisfactory achievement.

Evaluate every procedure carefully—that is the important point—strip teaching of all complexity, busy work and dead weight—pep up the process, and see the difference.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

Identical Twins

"How is our plan working out?" I asked the twin boys who had enrolled in the junior class soon after the opening of school. "Very well," was the reply. I felt gratified.

When these identical twins had appeared to register they made it very clear that they expected to be in the same classes, as they had always been in the past. I was obdurate. I had in mind the twin boys we had a few years ago. They were absolutely inseparable. They had no individual identity but each was known as one of the twins. After leaving us they went on to college where they suffered considerable persecution from the other students on account of their peculiar attachment for each other. The folly of parents and teachers in allowing those boys to become so dependent upon each other was apparent to everyone.

It was my determination not to make the same mistake with the boys before me. I was deaf to their pleadings. I showed them how narrow was the way they were living, and that each should go out and meet new friends whom he could bring in to the other so that the lives of both could be enriched. I explained to them that they should be building themselves up individually in independence and resourcefulness, as circumstances most probably would not allow them to continue indefinitely the way they were going.

The twins and I finally agreed upon a compromise. They could take half of their work together and the rest in separate classes. It was hard for them to consent to this for they had never been apart.

The pain that I had caused the boys bothered me. It was a great satisfaction to hear them admit today that the plan I had insisted upon was now meeting with their favor.

Why Do We Teach?

A young man who aspired to be a poet mailed to the local paper one of his productions. It reached the desk of the editor towards the end of a busy day. "Why Do I Live?" was the title of the effusion. A few days later the author received his offering back. Under the heading had been dashed off in large characters "Because you did not present this in person."

We teachers may well ask seriously "Why do we live?" In other words, "Why do we teach?"

Is it to get a living? To support ourselves, and those dependent upon us, by a useful occupation or work is a worthy motive for us but not the highest one.

Is it because we like teaching? Certainly no one should stand before a class unless he likes his work, but that is not the main animating force of the true teacher.

Why do we teach?

We look about us and see a world full of trouble and we know that most of this trouble is man-made. It is really unnecessary. If all men everywhere would live according to the Ten Commandments, the Golden Rule, and scientific knowledge, war could be abolished, crime could be eliminated, and poverty and disease could be gradually overcome. This earth might be a veritable Heaven. It can become such only through the right kind of education.

Why, then, do we teach?

We teach to make the world better. Each teacher's part may be infinitely small but the aggregate effort of all true teachers will have immeasurable results just as drops of water unite to make the ocean.

I believe that the divine purpose is that the race may progress and the individual advance to higher and higher levels of living. Teachers are co-workers with God in the attainment of this goal.

The News Digest
OF EDUCATION IN ACTION

Teachers' Pensions In Vermont

MONTPELIER, VT.—A compilation of the successful working of the Teachers' Retirement system in Vermont, made by State Secretary Mrs. Charlotte L. Merriman, discloses that of the 33 such systems in the country Vermont is one of two which provides for annual contributions by the State equal to the amount of money invested by the teacher. New Hampshire, the other state which uses a matching system of this type, followed very closely the Vermont retirement program in setting up its own.

Last year approximately one man teacher in every four and one woman teacher in every six were active members of the retirement association. Last year there were 91 retired members receiving $30,512 in annuities.

Students And Faculty Build College Plant

BLACK MOUNTAIN, N.C.—On the shores of Lake Eden, which nestles in the western North Carolina mountains, a new college plant has risen.

Students and faculty of the small Black Mountain College decided sometime ago to forego a college sports program and spend their spare time instead in the manual labor necessary to erect the buildings—a $62,000 native stone structure and more than 12 frame ones.

Soon now the college will move from its temporary quarters at nearby Blue Ridge into its own plant.

To Smoke Out Secret Marriages

REVERE, MASS. — Suspecting that several teachers have been married secretly in recent years, the Revere school committee has ordered every woman teacher in the city to submit a sworn statement that she has not had a husband at any time since 1929.

In that year, the committee established a regulation that when a woman teacher married she would be forced to resign. The sworn statement will be that she has not violated that regulation.

So far as the records disclosed, Superintendent of Schools Carl F. Lindstol knew of no instance where action under the 1929 regulation was necessary. He said that there had been a number of young women who resigned prior to their marriage during that period.

CHARACTER LINKED TO EDUCATION IN BIRMINGHAM SCHOOL PRACTICE

BIRMINGHAM, ALA. — Birmingham schools, which each year choose a character-building motto to impress upon the children, have selected the slogan, "The Development of Character Through Service to the Country," for the 1941-42 session.

This plan of having a theme around which both classroom and extra-curricular activities are centered was begun more than 10 years ago by Dr. C. B. Glenn, City Superintendent of Education, and has won renown in educational circles throughout the country.

The patriotic trend in the schools began last year when Dr. Glenn decided the schools could do this "little bit" for democracy in the present crisis by re-emphasizing the democratic ideal. He began by choosing "The Development of Character Through the American Way of Life," as the slogan for that year.

In line with this theme, teachers stressed such historically significant documents as the Declaration of Independence, the Bill of Rights, and the Constitution, and dramatized the Nation's heroes—Washington, Jefferson, Madison, Lincoln, and Lee. New textbooks on democracy were placed in the schools. Bands were instructed to play the National Anthem and other patriotic airs. Democratic procedure was practiced in school activities.

Aware of democracy's peril at home and abroad, Dr. Glenn said that the Character Education Committee, headed by E. E. Sechriest, Principal of the Ensley High School, "decided not to veer from this course during the emergency but to carry on," hence the selection of the theme, "The Development of Character Through Service to the Country."

These yearly slogans are not plastered about schoolrooms and forgotten, but are put into practice daily in various ways by teachers.

Dr. Glenn said pupils will be encouraged to use savings to buy defense saving bonds, this being only an example of how character building and service to country will be linked.

Teacher Shortage In Southern States

JONESBORO, ARK. — The shortage of school teachers has become so acute in Arkansas and Mississippi that educational officials are urging young married women, who recently retired from teaching positions, to re-enter the profession.

The shortage of teachers in each State is between 800 and 1,000 teachers—estimates being given for the 1941-42 term. In larger towns and cities, the fall and winter term has started, but in the consolidated districts and strictly rural areas, the winter term will not begin until late October or November.

The principal reason for the shortage is said to be low wages paid.

Men teachers are rare this fall in Arkansas and Mississippi schools, since those of military age have been called into active service or have gone into national defense plants where salaries are often twice that of their school positions. Some women teachers have left to work in private industry.

Dr. John Conroy

NEW YORK.—Dr. John P. Conroy, who retired in 1931 as a district superintendent of schools after forty-

EXTRA SCHOOL FACILITIES NEEDED IN HUNDREDS OF DEFENSE AREAS

WASHINGTON. — Overcrowded school facilities in booming defense centers, together with an impending shortage of teachers, has presented the Nation's educators with a major problem which they were hopeful of solving with Government help.

The huge population shifts to manufacturing cities and Army camp areas, incident to the armament drive, mean new classrooms and schoolmates for an estimated 300,000 boys and girls in elementary and high schools.

Acute shortage of school facilities were indicated in 500 localities by an official survey. From 15,000 to 20,000 youngsters can look forward to an extension of their summer vacations until new schools can be completed, furnished and staffed.

Congress recently appropriated $150,000,000 to help defense centers bear the burden of sudden increases in population. Some of the money is going for defense housing and hospitals, but millions are available for school construction upon approval of the United States Office of Education.

Meanwhile, local authorities are doing what they can to see that little Johnny and Susie don't have to forego their ABC's.

Schools in many communities are operating on two and three shifts—even four in the vocational training sections. Saturday no longer is a school holiday in some places. Classrooms are being set up in school basements, civic club buildings and church Sunday school rooms. Idle stages and auditoriums are being put to use.

As a result of the shifts in school population it is estimated that 1,000 new teachers must be added. In addition, new teachers must be found to replace those drawn into the Army and industry. Dr. John W. Studebaker, United States Commissioner of Education, said a teacher shortage, especially of male instructors, probably impends in many parts of the Nation. Some communities may have to lift a ban on married women teachers.

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nine years in the school system of the city, died recently. He was 80 years old.

Dr. Conroy had been for several years principal of Public School 179, when, on Sept. 11, 1912, he was elected a School Superintendent.

During six of the nineteen years that Dr. Conroy served as a school superintendent he was president of the Superintendents Association. On his retirement a luncheon was given in his honor at the Hotel Commodore on June 6, 1931, where more than 1,200 teachers, principals, friends and officials of the Board of Education gathered to attest to their admiration for his ability as an educator and their affection for him as a man.

Co-education Ban Decreed by Vichy

VICHY, FRANCE.—A series of laws and decrees issued recently completes measures already taken by the Pétain government for the reform of public education.

The basic principle is that no child may pass from one category of school to another—for instance, from primary to secondary—without satisfying an examining board of his or her aptitude. High school curricula remain divided into sections, classic and modern, the first with Latin and Greek, the second without.

Generally speaking, co-education is not favored except in the earliest grades.

Football Ban Aids College

CHICAGO. — President Robert M. Hutchins of the University of Chicago said that the university had not suffered from its abolition of intercollegiate football and that the campus had reacted with a feeling of "relief."

Terming football a "conspicuous adjunct of academic life," Hutchins said some persons had feared enrollment and alumni interest would drop after it was abolished at Chicago a year ago.

"As far as I can see, neither of these fears has been realized," he said in his annual report. "The enrollment has been well maintained. Alumni interest is, I believe, at a higher pitch than at any time since the foundation of the university."

Sons Do Trail Fathers' Steps

CHICAGO.—The old adage "like father, like son," was borne out by Ruth E. Eckert, associate professor of education at the University of Minnesota, at the annual University of Chicago Conference on Business Education.

Citing recent studies indicating the close relationship between a boy's progress, both in and out of school, and the occupation of his father, Miss Eckert said:

"A study in Maryland disclosed that more than eight times as large a proportion of young people whose fathers were in the unskilled labor group left school and went to work before they were 16 years old as was the case with youth whose fathers are professional or technical workers."

The study also indicated that if a boy's father has a low income job the odds are three to one against the boy rising to a white collar level. Conversely, the study showed that the chances of falling from a white collar job to a lower income level are four to one.

Dr. C. E. Wilcox Heads Dedham Schools

DEDHAM, MASS. — Dr. Calvin E. Wilcox, 43, new superintendent of Dedham schools, was head of schools at Berlin, Conn., since 1934. He was graduated from the Norwich, Conn., Academy and received B.A. degrees from Boston University and Yale. He received his M.A. from Boston University and his Ph.D from Yale Graduate School. He has been teaching since 1921. He is married and has three children. He succeeds John Anthony, who is retiring after having been superintendent for 12 years.

New University For Nicaragua

MANAGUA, NICARAGUA.—President Anastasio Somoza has signed a decree establishing a Central University of Nicaragua, located in Managua and consisting of schools of medicine, law, arts, pharmacy and engineering. The governing board includes the President, the Minister of Public Instruction, the rector and four persons prominent in the national life of the republic. Nicaragua also has universities at Leon and Granada.

Schools to Allow Time Out for Defense

PHILADELPHIA. — Philadelphia high school seniors—boys and girls—who reached their 18th birthday between Nov. 15 and 15, may leave school for defense work and still get their diplomas.

Dr. Alexander J. Stoddard, Superintendent of Schools, announced the defense would be accepted in lieu of study and that they will be presented diplomas with their mid-year graduating class in February.

He declared the need for intelligent, strong, healthy young men and women in defense industry had never been greater.

Latin Still Alive To Malden Students

MALDEN, MASS.—Latin may be a dead language, but it became evident that students at Malden High school are not quite ready to bury it.

One of the innovations in this year's curriculum is the College B course, which permits a student to substitute some other language for Latin. In the regular college course Latin is compulsory and some of the scholars had chafed under the necessity of studying the ancient and intricate tongue.

So, when the new course started which permitted dropping Latin, what happened? Thirty sophomores enrolled in it and 23 of them elected to study Latin.

Parents Discourage Children in Science

PHILADELPHIA.—The failure of parents to answer science questions raised by young children is the cause of many students' inability to master chemistry in college, Dr. George M. Schmeing, acting head of the department of chemistry at Loyola University, declares in a report to the division of chemical education of the American Chemical Society.

"The idea takes root in a child's mind," Dr. Schmeing explains, "that because the two most wonderful people in all the world do not know the answers to his questions, these matters must be very difficult indeed. When the child later discovers that these questions are about science, the conviction arises that only superintellects can succeed with such matters. So great is this hold upon the mind of even some teachers that they will advise their charges to shun chemistry unless they are prepared to meet failure cheerfully."

School Children Dig Potatoes

AUGUSTA, MAINE.—Facing a scarcity of labor because of the draft and the shifting of farm hands to more lucrative defense jobs, Aroostook County growers reached into the schools for help in harvesting this fall's potato crop.

Deputy Commissioner of Education Edward E. Roderick said he had urged school committees in some localities to alter the school year so that boys and girls alike would be available to help in potato digging and seasonal canning.

Most affected communities will declare a three-week vacation during the harvesting and canning seasons, said Mr. Roderick. Time lost will be made up through curtailed Easter and Christmas recesses as well as continuation of classes until late June.

Supt. Van Kleeck Goes to N. Y. State

GROSSE POINT, MICH.—Dr. E. R. Van Kleeck, Superintendent of Schools here has been appointed Assistant Commissioner of Education for New York State. Van Kleeck, who is completing a three-year term, was recently re-elected for another three-year period. He will assume a position provided for the New York State Education Department by the 1941 state legislature, concentrating in the field of instruction in public elementary and secondary schools. These schools enroll more than two million New York State pupils, and the state's educational department is nationally considered a model one.

Shortage of Men Teachers Seen

ITHACA, N. Y.—Diminution of the supply of men teachers due to selective service and increased demand for defense-industry instructors presages "an acute situation for school systems," the Cornell University Teacher Placement Service director said recently.

At the same time marriages, stimulated by the upsurge in industrial employment, are reducing the number of available women teachers, Lewis Eldred reported in a statement.

While asserting there is an adequate supply of women teachers for subjects not connected with defense, he predicted "the situation will become acute unless there is an intelligent effort to avoid it. Local draft boards should be very careful to investigate thoroughly the possibility of replacing teachers whom they select for service," he advised.

BRITISH PUPILS TO STUDY IDEALS OF AMERICAN WAY

LONDON.—When 6,000,000 British school children go back to school this month, they will learn about the Nation which is sending their country bombers, tanks, and other aid, for they will find in their curriculum a subject brand new to most of them: the History of the United States of America.

Two decades of increasing realization of the common ideals and interests possessed by the two great English-speaking democracies culminated on June 17 when the British Board of Education announced that American history would be included in the secondary and primary school courses of Britain.

On July 9, the British Government announced plans for summer schools in various universities which would afford instruction in American history to more than 1,000 teachers, and it has now prepared illustrated pamphlets that give school children a graphic presentation of American life and culture in addition to classroom lectures, according to the Carnegie Endowment for International Peace.

For years, American educational organizations, including the Carnegie Endowment for International Peace, the Commonwealth Fund of New York, the Institute of International Education, and the American Association of University Women, have been working to assist the growing interest of the two countries in each other through exchange of professorships, distribution of selected histories and biographies and conferences among leaders in education.

English history has been on the list of subjects in American public and private schools for many years, and now Britain is reciprocating, following a general demand for instruction in American history and life.

ZOO COOPERATES WITH SCHOOLS IN TEACHING NATURAL HISTORY

NEW YORK.—A package full of zoo—educational tour, behind-the-scene investigations, animal rides and the handling of some of the snakes and smaller mammals—designed to attract children and their teachers to the New York Zoological Park in the Bronx, is offered pupils this Fall.

Junior membership in the New York Zoological Society, available for the first time to youngsters under 18 years, is another phase of the society's educational program to acquaint boys and girls with natural history.

Arranged after consultation with the individual teacher, the tours are planned to fit classroom studies, and it is hoped that they will become a regular part of the curriculum. School visits are scheduled for Wednesdays and Thursdays, which as pay days are the least crowded, so that animal keepers can take time to describe exhibits and answer questions.

Behind the cages and in the keepers' rooms experts will tell how to distinguish harmless and often helpful snakes from poisonous ones and some children will be permitted to handle a six-foot king snake, the better to examine it. In the monkey house the youngsters are allowed to hold and make friends with Keedah, the gibbon, or one of the chimpanzees, and in the hospital they see animals undergoing treatment and inspect a number of pathological specimens.

Fun and learning are combined. Luncheon, admission to the Children's Zoo, a free ride on the elephant, camel or llama are included.

Pupils Garner Rochester Harvests

ROCHESTER, N.Y.—More than 450 Rochester high school pupils, including 150 girls, invaded harvest fields to help meet the labor shortage.

Frederick G. Bell, industrial division manager of the State Employment Service office here, said the supply of student workers in Rochester was large enough to meet the demands of farmers who supply transportation and pay at least 35 cents an hour.

W. Lynn Houseman, superintendent of schools at Geneva, put a one-session high school plan into effect, the pupils attending classes from 8 a.m. to 12:40 p.m., and having the afternoons free to work on farms.

Education Chief Quits in Mexico

MEXICO CITY.—Luis Sanchez Ponton resigned as Minister of Education and was succeeded by Attorney-General Octavio Bejar Vazquez.

Ponton had long been under fire in influential sections of the press and among a number of political parties.

Close School Where Pershing Once Taught

BROOKFIELD, MO. — Prairie Mound rural school, where Gen. Pershing held his first job as a teacher, has been closed. The few children in the district will be brought by bus to nearby Brookfield.

Silver Burdett Announces Changes

Silver Burdett Company, textbook publishers, announce the retirement of Frank D. Farr, Albert L. Hart, and Robert D. Williamson, Editor-in-Chief, from their Board of Directors.

Mr. Farr's connection with the Company has continued for more than 45 years, Mr. Hart, 33, and Mr. Williamson, 26. The President, George L. Buck, made the announcement of their retirement.

To fill these vacancies, the following appointments were made: Burr L. Chase, First Vice-President and Agency Manager of the Atlantic Division; Charles E. Griffith, Second Vice-President; Fallen Campbell, Agency Manager of the Central Division. Earl E. Welch continues as Administrative Editor.

One Family School Closes in Northwest

PORT TOWNSEND, WASH. — The Cassel School, maintained at an annual cost of $1,300 for the exclusive use of the Cassel family in the remote backwoods of western Jefferson County, has been closed as an economy measure.

Seven young members of the only family residing in this far corner of the Nation's "last frontier" have had the exclusive use of the school and undivided attention of its one teacher for years. Now the only young Cassel, Viola, is being transferred to another school and the teacher is looking for a new job.

No road leads to the school, which is reached from the outside either by a six-mile trail, now badly grown over, or by crossing a river by canoe. In flood seasons weeks go by during which the canoe trip is impossible.

Nazi Schools Drop Gothic Script

BERLIN.—The use of Germanic script has been dropped from schools in favor of Roman letters by order of the Nazi Minister of Education, Bernhard Rust.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published monthly at Boston, Massachusetts, for October 1, 1941.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

Managing Editor Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

New England Publishing Company, 6 Park Street, Boston, Mass.

Anson W. Belding, 277 School Street, Watertown, Mass.

Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

Mrs. Mary M. Belding, 277 School Street, Watertown, Mass.

Harrison Meserve, 25 Puritan Road, Newton Highlands, Mass.

Laurence L. Winship, South Sudbury, Mass.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, and other securities are: (If there are none, so state.) none.

4. That the two paragraphs next above, giving the names of the owners, sotckholders, if any, contain not only the list of the stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 18th day of September, 1941.

ISOBEL R. LAY.

My commission expires October 30, 1947.

Textbook Topics

THE AXE SUCCEEDS THE BONFIRE

In former times, men in authority who didn't believe in books caused them to be burned. The same thing happens even today in countries ruled by medievalists.

Here in modern America we do differently. School authorities really have no prejudice against books, and do not burn them—though in many schools this could be done with benefit to sanitation. They merely take the axe to them. The process is called economy. Sometimes it is referred to as "saving." It saves the grease and germs. It saves the outmoded methods of presenting information to the learner. Also, it saves the out-dated information itself that is contained in obsolete texts. But as for saving money—this point can be challenged. How many failures of pupils are caused by an undersupply of textbooks? Probably a good many more than the casual observer has imagined. Pupil failures run into real money for the schools. Delinquencies cost billions to society.

The old custom of burning books had the effect of making the people want them. The modern procedure makes pupils *not* want them, so unpleasant is their experience with the grimy, torn and antiquated ones they study from.

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WANT MORE READING MATERIAL

Probably no one is more acutely conscious of the need for books and other reading matter than the teacher of English. Hence the following resolutions, adopted at this year's meeting of the National Council of Teachers of English, are by no means surprising:

"Whereas, books, magazines and newspapers remain the chief means by which the individual may transcend the limits of his own direct experience, so that habit and skill in choosing and using them is of paramount importance, therefore be it.

"*Resolved*, That American schools imperatively need a large and immediate increase in the supply of books and current periodicals, not only such materials as may be used in unison study by whole classes, but even more the wide variety of books of all sorts which should be available to satisfy and broaden individual interest; and be it further

"*Resolved*, That school administrators and supervisors be urged to increase several-fold the provision for adding to and administering the supply of fiction, general reading, and periodicals in school and homeroom libraries."

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When people are burning books in other parts of the world, we ought to be distributing them with greater vigor; for books are among our best allies in the fight to make democracy work.—J. W. STUDEBAKER.

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WHY IS A TEXTBOOK?

As I see it, the textbook performs three major functions:

(1) It contains the best available summary of the important facts and informations in the various subject fields. This is true because it is the product of the experience of generations of educators, authors, research workers, and publishers working together to refine the materials and to improve their organization. It has few peers among books in the wealth of fundamental materials it contains. Rightly used, it is, therefore, one of the most valuable tools in the educative process.

(2) The second function of the textbook is to provide a common basis of experience for all the members of the group. It supplies the necessary unifying thread without which effective group discussion would be quite difficult and relatively ineffective. It lays a firm foundation for further cooperative activity by helping all the children to recognize the complexity of problems and by supplying them with certain basic informations without which they could not work effectively.

(3) One of the greatest virtues of the good textbook is not that it satisfies curiosity, but that it stimulates a spirit of further inquiry; not that it solves the problem, but that it sends the child off in search of more information and greater understandings. It is a sort of jumping-off place—the starting point for high adventure in the fields of study and research.

—S. M. STOUFFER,
Supt. of Schools,
Wilmington, Delaware.

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BOOKS WILL BE HARDER TO GET

School heads in many localities are asking themselves how far they ought to go in stocking their shelves with instructional supplies. Are books, for example, going to be harder to obtain? Will there be delays in delivery? Will desired editions be out of print? Will prices be advanced?

None of these conditions has been much in evidence thus far. Publishers have reasonably ample stocks on hand, and by planning ahead they are still able to procure the requisite materials for manufacturing their product. But their difficulties are increasing. Paper which was heretofore obtainable in eight or ten days now calls for twelve to fifteen weeks. Cloth, thread, binder's board and other essentials are similarly slow in arriving. Since the prices of book paper and other components of book-making are advancing, there is little reason to hope that the selling prices of school books can be held indefinitely at present levels.

School authorities will not be likely to grow panicky, but the wise Superintendent or School Board will recognize that the price and supply situation is sure to become more serious, and will take careful inventory of what is going to be needed in the near future and will not be caught napping.

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A good definition by an eleven-year-old of a "dry book" comes from St. Nicholas Girls' School, Bristol: "A dry book is a book that hasn't got any sense in it. Children didn't ought to read them, only grownups!"

Meet These

The Science and Art of Homemaking

Highly compact and comprehensive is the new manual titled "The Science and Art of Homemaking," which has been written by Mary W. Cauley of the Boston Public Schools. Intended for girls in high school classes, the text takes up all the most essential details of cooking and the preparation of food. The other parts of household management being less fully treated though by no means overlooked. Ample attention is given to a balanced diet and there are many recipes to afford the pupils practice. Such matters as thrift, cleanliness and safety receive emphasis throughout. The book is of convenient size and is illustrated with frequent drawings that give a touch of daintiness. To have mastered such a series of lessons during girlhood should be a lifelong asset to any woman.

THE SCIENCE AND ART OF HOMEMAKING. By Mary W. Cauley.—New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Health in a Power Age

Typical of the modern trend in educational text-writing is the Health and Growth Series, of which Book Nine has recently come to this reviewer's desk.

"Health in a Power Age" by Charters, Smiley and Strang bears evidence of specially close adjustment to the needs and interests of teen-age pupils. It deals with matters of health and safety that apply to them directly. It stimulates their thinking about the health and well-being of the entire community. Conditions of employment as these pertain to health are accorded much attention. Reduction of accident hazards; prevention of disease; the importance of good housing; the dangers lurking in the improper use of alcohol and narcotics; the forming of correct habits respecting safety and health—all these and many kindred topics are dealt with in the light of the best available data supplied by science. The authors have sought to awaken the interest of the learner in his own physical upbuilding and in that of society in general. The facts and situations drawn upon are fresh and enlivening. Numerous bleed-off illustrations both adorn and punctuate the lessons. This is a text that gives youth much to live by and should arouse a listing and intelligent desire to live hygienically and help others do the same.

HEALTH IN A POWER AGE. By W. W. Charters, Dean F. Smiley, and Ruth M. Sarang.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

What to Wear—How to Make It

That modern study adjunct, the text-workbook, is well exemplified in "What to Wear—How to Make It" by Bess V. Oerke. It represents a convenient framework about which to organize the student's knowledge and practice in a course in clothing. Such matters as colors, fabrics, patterns, construction, repair and budgeting are treated in this manual. Its subject matter is keyed to any or all of some fifteen available texts by various publishers. A teacher's handbook has also been provided. The text-workbook itself is illustrated with more than a hundred useful drawings. The completed set of notes should prove of lasting value to the graduate.

WHAT TO WEAR — HOW TO MAKE IT. By Bess V. Oerke, Home Economics Instructor, Wichita (Kansas) Public Schools.—Wichita, Atlanta, Columbus, Portland, New York: The McCormick-Mathers Publishing Company.

Let's Make a Home

Children in a second grade decide to build a house in their classroom, and "Let's Make a Home" is the delightfully told story of the project, told in simple, rhythmic sentences for pupils of that level. Each left-hand page presents a photographic illustration, facing which is a page of text related to the picture. The child both reads and sees how the plans were drawn and the material secured, how they cut and nailed and painted, how they made their tables, chairs, rugs, and curtains. Then the book describes work and social activities in the playhouse, how the children helped each other, how each contributed to making the new home a happy place in which to learn and to play. Here is a combination of interesting reading material with education for social living.

A somewhat unusual combination of purposes and of teaching techniques has been achieved in this second reader.

LET'S MAKE A HOME. Helen Hale San Diego Public Schools.—Yonkers-on-Hudson: World Book Company.

Life In Modern America

Teachers in the middle grades who recognize the trend toward a broader and more socialized treatment of United States history, have been hampered in their efforts to align their teaching with this modern trend by the fact that suitable texts are not yet plentiful. "Life in Modern America" by Mary G. Kelty, represents a noteworthy addition to the material in this field. The book is a sequel to "Life in Early America" by the same author.

"Life in Modern America" starts with the western movement and carries the pupil down to 1941. History is the main theme, but it is history interwoven with social and geographic threads rather than a detached chronicle of those events traditionally regarded as most important for the pupil to know.

In such a handling, the changing life of the people, the country's industrial growth and the expansion of its world relationships are given prominence. The influence of land and climate upon the activities and fortunes of the people likewise come in for much attention.

This is a book to stimulate thinking and to capture the imagination. Mastery of such a text is less a feat of memorization than an adventure in thought and in the deeper understanding of America which every citizen should have. In choice of subject matter, in simplicity of language and in giving vividness to the narrative Miss Kelty has achieved a high degree of success.

LIFE IN MODERN AMERICA. Mary G. Kelty.—Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

New Books

The Wonderland of Science

Notable among the science texts for elementary grades is the new "Wonderland of Science" series, whose six books should bring to children of as many grades a happy acquaintance with the physical universe in which they live. The volumes are profusely and attractively illustrated. The method employed throughout this set of readers is that of raising a question or a curiosity in the pupil's mind before giving him the answer. Another characteristic is the evident restraint of the authors in not trying to crowd too many details into a chapter. This makes for better retention of what is read. The materials are well selected and presented with nice attention to gradation of difficulty and interest.

THE WONDERLAND OF SCIENCE. Books I-VI. Warren Knox, George Stone, Morris Meister, Dorothy Wheatley.—New York, Chicago, Boston, Atlanta, San Francisco, Dallas: Charles Scribner's Sons.

The Story of Our Country

To tell of the discovery and explorations of the New World and of the settlement and growth of our own portion of it is a task that constantly challenges the writers of history for schoolroom use, and each fresh attempt at the task is characterized by some new emphasis or formula for rehandling the material.

"The Story of Our Country," by Barker, Alsager and Webb, aims to capture the interest and enthusiasm of the fifth grade pupil. The means employed is mainly that of centering the narrative around successive personalities; making frequent use of direct quotation as any good story writer does, and, in general, by recreating in vivid narrative the fascinating drama of our nation's origin and its development to this day. Colored maps and four-color illustrations contribute to the lively effect of competent story telling. The young reader should find this book an experience not easily forgotten. Petty details have been omitted in favor of more significant matters. Episodes selected for presentation are given in detail.

THE STORY OF OUR COUNTRY. Barker, Alsager and Webb.—Evanston, Ill., New York, San Francisco: Row, Peterson & Company.

"I would rather be a poor man in a garret with plenty of books than a king who did not love reading."
—Macaulay

War on the Short Wave

How foreign governments are using short wave radio broadcasts in English to reshape public opinion to their liking is nowhere more clearly and interestingly described than in "War on the Short Wave" which Harold N. Graves, Jr., has written as No. 30 of the Headline Books. The author had every facility for knowing and analyzing this wireless propaganda through his connection with the Princeton Listening Center, and his account of what goes on from the various capitals of Europe is factual as well as thoughtful. It supplies just the right groundwork for discussion in a social science class, as may also be said of almost any of these Headline Books, or the somewhat briefer Public Affairs texts. The unit texts of both these groups are distributed by Silver Burdett Company, New York. Among recent Headline Books may be named the following:

SHADOW OVER ASIA; AMERICA RE-ARMS; LOOK AT LATIN AMERICA; THE BRITISH EMPIRE UNDER FIRE (25 cents each).

Latest numbers in the Public Affairs series include:

LABOR AND THE DEFENSE CRISIS; MAN MEETS JOB; WHAT THE NEW CENSUS MEANS; GUNS, PLANES AND YOUR POCKETBOOK. (10 cents each)

Duties of School Principals

Once upon a time school principals "just growed" like Topsy. Some that "just growed" managed to make excellent schools and some didn't. There wasn't a great deal of available printed matter pertaining to the principal's work. Today there is an abundance of such material, covering many different aspects of the principal's complex problems. Thus the new volume, "Duties of School Principals.," has been compiled from not only the pooled experiences of its two authors but from more than eight hundred citations of printed sources.

JOURNAL OF EDUCATION readers do not need to be told how numerous and varied are a principal's responsibilities. He must keep every part of an intricate mechanism running smoothly and purposefully forward. Care of the school plant, arrangement of courses and schedules, getting the best from teachers, insuring that pupil activities are wholesome and do not get out of hand, providing for individual needs of boys and girls, coping with disciplinary troubles, dealing with parents and the community, maintaining suitable records—and plenty more. The whole wide range of duties ordinarily falling to a principal appear to have been included in this comprehensive book. Its authors have found enough in common between elementary and secondary school principalships to admit of treating the two as one throughout most of the text, differentiating only where this becomes necessary. The volume should prove of great assistance in the preparation and in-service development of schoolmasters by whatever name they are called. Theirs is a difficult and delicate and determining department of the pedagog's profession and a first-rate "how" book is pretty sure to win an eager reading.

DUTIES OF SCHOOL PRINCIPALS. Paul B. Jacobson and William C. Reavis. —New York: Prentice-Hall, Inc.

America

The author of the new little book, "America," has accomplished the seemingly impossible feat of capturing the very essence of our country's meaning and conveying it in simple terms and in a manner to stir the hearts of all normal human beings to cherish, to resolve and to hope. The isolationists will not like it but every one else from the President down is speaking well of it.

AMERICA. By David Cushman Coyle. — Washington, D. C.: National Home Library Foundation.